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ABSTRACT

Proceedings of a seminar on communications skills training for English-as-a-Second-Language teachers in the context of aid projects overseas are presented in the form of papers, presentations, and summary narrative. They include: "Educational Project Management: Survey of Communications Skills Requirements in Aid Projects in Indonesia" (John Webb & John Sinclair); "Support for Technical Education at Polytechnics in Nigeria" (Geoffrey Ward & Richard Freeman); "The Principles and Practice of Communication Skills Course Design" (Paul Rea); "Communication Skills Courses in Britain for Aid Project Counterparts and Trainees" (Ron White & Pauline Robinson); "Basic Level Language Proficiency Testing" (Peter Hargreaves and Clive Bruton); "KELT in ODA Country Programmes" (Beryl Steele); a series of case study design tasks ("The Training of Technical Teachers from Egyptian Advanced Technical Schools, Alexandria"; "The ODA/Instituto Nacionale Pesca Fishery Project, Guayaquil, Ecuador"; "The British Council English Language Teaching Unit, Colombo, Sri Lanka"; "The British Council English Language Centre, Jakarta, Indonesia"; "The Institute of Health Sciences, Muscat Oman"); "The Design of a Distance Learning Course in Spoken English for Sukhothai Open University, Thailand" (Maurice Broughton); "A Task-Based Approach to Language Learning" (Dave Willis); "'Teaching and Learning in Focus': Adapting Video Based Teacher Training Materials to Different Contexts" (Dave Higgs); "Listening and Notetaking: A Gentle Introduction for Malaysian Students" (Jim Kerr); "English Language Training Support of Agricultural Development Projects for Kano Agricultural and Rural Development Authority, Nigeria" (Jack Lonergan); "Television English" (Jane Willis); "ELT Resources in the British Council" (Chris Hampshire); "The Brazilian National ESP Project" (John Holmes); "Cross Cultural Communication Differences in the Arab World" (Clive Holes); "The Role of the English Teaching Coordination Unit in the British Council" (Heather Simpson); and "Counter Applications for ELT" (Paul de Quincey). (MSE)

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Dunford House Seminar Report 1985

Communication skills training in bilateral aid projects

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COMMUNICATIONS SKILLS TRAINING IN

BI-LATERAL AID PROJECTS

REPORT ON
THE DUNFORD HOUSE SEMINAR
15-25 JULY 1985

Edited by: David Higgs
English Language Services Department
The British Council

PREVIOUS DUNFORD HOUSE SEMINARS

1978	ESP Course Design
1979	ELT Course Design
1980	Communicative Methodology
1981	Design, Evaluation and Testing in English Language Projects
1982	Teacher Training and the Curriculum
1983	Design and Implementation of Teacher Training Programmes
1984	Curriculum and Syllabus Design in ELT

Copies of reports of the above seminars are available on request from:

English Language Services Department
The British Council
10 Spring Gardens
London SW1A 2BN

Cover Design by Sue Scullard

Engraving of Dunford House, near Midhurst, West Sussex, where the seminar has been held since 1979.

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THE DUNFORD HOUSE SEMINAR

This is an annual residential seminar run by the English Language and Literature Division of the British Council as part of its commitment to the provision of training and updating for ELT specialists employed or sponsored by the Council. The seminar serves not only British Council career officers but also Council recruited ELT staff - those working on schemes funded by the Overseas Development Administration and those employed in the Council's own language centres. The desirability of promoting exchange of experience between these various groups guides the selection of the participants from names put forward by Representations. During the two weeks spent at Dunford House in West Sussex the participants are able to meet and discuss issues with leading British academics and ELT Council staff in similar situations to themselves from all over the world, and to exchange ideas and experiences in both formal and informal settings.

The Seminar has been run annually in July for the past six years. Each year a particular theme has been addressed, usually with a natural progression emerging from one year to the next. However, the theme for the 1985 seminar took a more specific aspect of the profession than those selected on previous years. This developed out of current concern with the language training needs that emerge in the contexts of aid projects overseas; hence the title, **COMMUNICATION SKILLS TRAINING IN BI-LATERAL AID PROJECTS.**

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APPENDICES

Case study documentation provided to case study groups by presenters. (Not attached to this report; supplied on request.)

0.1 TIMETABLE

Monday 15 July

1530: Assemble/Introduction

Tuesday 16 July

0900: Survey of Communications Skills Requirements in Aid Projects in Indonesia (JW/JS)

1530: Group Planning Task

Wednesday 17 July

0900: Discussion of Planning Task

1400: Support for Technical Education at Polytechnics in Nigeria (GW/RF)

2000: Teaching and Learning in Focus (DH)

Thursday 18 July

0900: The Principles and Practice of Communication Skills Course Design (PR)

1400: Basic Level Language Proficiency Testing (PH/CB)

2000: ELT Information Services and BC Resource Centre (CH)

Friday 19 July

0900: The Design of Distance Learning Language Courses and Self-Access Packages (MB/KB)

1400: Communications Skills Courses in Britain for Aid Project Counterparts and Trainees (RW/PR)

2000: KELT in ODA Country Aid Programmes (BS)

Saturday 20 July

0900: Presentation of Case Studies

Monday 22 July

0900: Case Study Group Work

1600: Evaluation of Task Based Syllabuses (DW)

2000: Television English (JW)

Tuesday 23 July

0900: Case Study Group Work

2000: Computer Applications for ELT (PQ)

Wednesday 24 July

0900: Options Day

Thursday 25 July

0900: Case Study Group Report and Round Up

JS:	John Sinclair	(Birmingham University)
JW:	John Webb	(Consultant)
GW:	Geoffrey Ward	(British Council)
PR:	Pauline Rea	(Lancaster University)
PH:	Peter Hargreaves	(British Council)
CB:	Clive Bruton	(British Council)
MB:	Maurice Broughton	(British Council)
KB:	Kathryn Board	(British Council)
PQ:	Paul de Quincey	(British Council)
CH:	Chris Hampshire	(British Council)
BS:	Beryl Steele	(Overseas Development Administration)
RW:	Ron White	(Reading University)
PR:	Pauline Robinson	(Reading University)
DW:	Dave Willis	(British Council)
JW:	Jane Willis	(Freelance ELT Writer)
DH:	David Higgs	(British Council)

CASE STUDY PRESENTERS

Stuart Greenhalgh:	Egypt
Nicole McLeod:	Indonesia
Barry Moss:	Oman
Stephen Bradley:	Sri Lanka

0.2 PARTICIPANTS AND VISITORS

PARTICIPANTS - DUNFORD HOUSE SEMINAR 15-25 JULY 1985

NAME		COUNTRY
Ian Anderson	ESP Supervisor KWU Frankfurt	W Germany
Alan Borman	KELT ESP Specialist, British Senegalese Institute	Senegal
Stephen Bradley	English Language Projects Officer	Sri Lanka
David Constable	ELT Adviser, Department of Letters, University of Conakry	Guinea
Robin Corcos	ELT Adviser, College of Police Science, Jakarta	Indonesia
Gillian Flaxman	Teacher Training Adviser, Valencia	Spain
Richard Freeman	English Language Officer	Nigeria
Mike Friel	Specialist in Testing and Assessment and Self-Instructional Material, Sana'a University	Yemen Arab Republic
Gerry Greenall	Lecturer in English, Institut National Superieur de l'Enseignement Technique (INSERT)	Ivory Coast
Stuart Greenhalgh	ELT Adviser, Alexandria Technical School	Egypt
David Higgs	Assistant Consultant, English Language Services Department, The British Council	
John Holmes	Adviser (ESP), Pontifical Catholic University of Sao Paulo	Brazil
Oliver Hunt	ELT Adviser, Open University, Islamabad	Pakistan
Priscilla Jones	Lecturer in ESP, University of Yaounde	Cameroon
Jim Kerr	English Language Adviser, Ministry of Education	Malaysia
Stuart Matthews	Adviser on Teacher Training, University of Jordan	Jordan
Nicole McLeod	Senior Locally Engaged Teacher DTEO	Indonesia
Terry Miles	Technical Director, London School of English	
Barry Moss	Head, English Language Department, Institute of Health Science, Muscat	Oman
Elizabeth Serocold	Teacher (EFL)	Indonesia
Andy Seymour	Director of Vocational Training, ELT/ESP Specialist	Oman
Mike Smith	ELT Adviser, Institute of Foreign Languages, Anadolu University, Eskisehir	Turkey
Andrew Thomas	Consultant, Centre for Developing English Language Teaching, Cairo	Egypt
David Thornton	Lecturer in English, Makeni Teacher College	Sierra Leone

VISITORS - DUNFORD HOUSE SEMINAR, 15-25 JULY 1985

NAME	POST
Sir John Burgh	Director General, The British Council
Pauline Bartle	Head, KELT Section, OEAD, The British Council
Derek Beard	Assistant Director General, The British Council
Mr W T Birrell	Mediterranean and Middle East Department, Overseas Development Administration
Kathryn Board	Assistant Consultant, English Language Services Department, The British Council
Dr Roger Bowers	Deputy Controller, English Language and Literature Division, The British Council
Harley Brookes	Regional Language Officer AMED, English Language Management Department, The British Council
Clive Bruton	Consultant, English Language Services Department, The British Council
Leslie Dickinson	Moray House College of Education, Edinburgh
Chris Hampshire	Resource Centre, Central Information Service, The British Council
Dr Peter Hargreaves	Senior Consultant, English Language Services Department, The British Council
David Harper	Assistant Director, Personnel Management Department, The British Council
Chris Hickey	Assistant Regional Language Officer AMED, English Language Management Department, The British Council
Dr Clive Holes	The British Council (on secondment to Salford University)
Sylvia Jay	Education Division, Overseas Development Administration
Anna Lang	Assistant, English Tuition Co-ordination Unit, The British Council
Janet McAlpine	Freelance
Mr B A Mitchell	Eastern Asia Department, Overseas Development Administration
Jack Phillips	Controller Designate, English Language and Literature Division, The British Council
Martin Phillips	Consultant, English Language Services Department, The British Council

Paul de Quincey	Assistant Consultant, English Language Services Department, The British Council
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Geoffrey Ward	Adviser TETOC Group, Science Technology and Education Division, The British Council
John Webb	ELT Consultant
Ron White	Centre for Applied Language Studies, Reading University
Dave Willis	English Language Officer Singapore, The British Council
Jane Willis	Freelance Author, Teacher Trainer and Materials Producer

0.3 INTRODUCTION

The Dunford House Seminar exists as a forum in which ELT professionals from all over the world meet to share and exchange their views and experiences. This report serves a dual purpose; on the one hand to provide the participants with a record of their experiences at Dunford, and on the other to make available to a wider professional public the results of the seminar's presentations and design productions.

One feature of a report of this nature is the impossibility of representing with any accuracy the degree of interaction and discussion among participants which resulted in the written papers given here. However, in order to convey something of the event itself the report is divided into three sections, each incorporating items from the three types of event which made up the proceedings of the seminar.

Part One covers the presentations given in the first week by invited speakers. These presentations covered a variety of topics related to the main theme and served to provide a background of information and ideas to be drawn upon by the participants in their case study design tasks during the second week.

Part Two covers the case studies, of which there were five. Each falls into two parts: the first is the document provided by each case study presenter as the data to be used for the design task and includes a specification of the task itself (these are provided separately as Appendices 1-5); the second provides the results of the group work.

Throughout the period of the seminar a variety of options were offered by visitors to the seminar and by the participants. These options were not all related directly to the main theme but offered the opportunity for people to gain valuable feedback on the work in which they are currently involved. A number of summaries of these options are given in Part Three along with a selection of choice expressions overheard amongst participants in their attempts to speak as plainly and clearly as possible.

The contents of this report, and the events which result in them, are solely due to the professionalism and the enthusiasm which visitors and participants brought to Dunford House; in this respect thanks are due in equal part to everyone who attended for making the seminar a success.

A final note of thanks is due to Peter Hayman and all the staff at Dunford House for their superlative hospitality and for providing such a productive environment for the seminar.

David Higgs

Seminar staff: Maurice Broughton, Course Director
Peter Hargreaves, Academic Consultant
Sue Gosschalk, Course Officer

English Language Services Department
The British Council, London

PART ONE: SEMINAR PRESENTATIONS

1. Educational Project Management: Survey of Communications Skills Requirements in Aid Projects in Indonesia
2. Support for Technical Education at Polytechnics in Nigeria
3. The Principles and Practice of Communication Skills Course Design
4. Communication Skills Courses in Britain for Aid Project Counterparts and Trainees
5. Basic Level Language Proficiency Testing
6. KELT in ODA Country Aid Programmes

1.0 EDUCATIONAL PROJECT MANAGEMENT

JOHN WEBB: ELT CONSULTANT
PROFESSOR JOHN SINCLAIR: BIRMINGHAM UNIVERSITY

This is not a specialist or technical ELT topic, nor a description of a brand new area of work, but an attempt to bring into perspective a particular and vital aspect of training and education in development projects, especially where they involve specialist expatriate staff.

It focuses on the organisation and management of resources, and the role of the project director and staff in the field.

There is a strong case to be made for the creation of a recognised line of training and career development based on the skills of project management.

At present, appointments in educational fields are made principally on the basis of academic success, demonstrated through specialist qualifications, teaching record, publications etc.

Parallel with the obvious need for such specialists, there is the less obvious but growing need for effective managers and administrators, who combine an appetite for this area of work with experience and understanding of the educational process and specific training in the classic skills of management.

The function of an effective management framework is to create an environment in which the educational staff can work to maximum effect without the distractions which arise from flaws in communications, decision-making, forward planning, resource and personnel management.

A recent study by Language Management in Indonesia "Survey of English Language Needs in Indonesian Public Administration and Public Sector Management" (TETOC Ref: T2566 April 1985) bears out this point very clearly. What was set up as a study of requirements to meet English language training needs concluded that the initial pre-requisite for success was to address the question of organisation and use of resources, and made a series of recommendations to that effect.

If we look more closely at the current state of affairs, we find an almost universal feeling among those involved in aid training projects that the relationship is in a curious way unsatisfying. It is a commonly held view that resources are wasted in one way or another.

We must recognise from the start that EFL (or even training in general) is not regarded as a sexy area in which to invest aid funds. Expenditure is at best begrudged and frequently inadequate. The need to avoid any waste on a tight budget is reinforced by the pressure to demonstrate success in a notoriously capricious and unpredictable area of human endeavour, namely teaching and learning.

There is a "management gap" between local project staff, who generally lack experience or training in management, and expatriate staff who generally see themselves employed not as part time managers but as full time specialists. Vital areas of forward planning and decision making fall all too frequently into this gap. The gap is itself widened by cross-cultural differences in the processes of consultation and of making and communicating decisions.

Nevertheless, the proportion of development money which is spent on training and manpower development is increasing rapidly in relation to investment in capital projects.

Further, such development training is by definition largely project-based, that is to say it takes place outside or in the absence of a well-established education system with a developed machinery for planning and decision-making.

It follows from this that willy-nilly the onus falls on expatriate staff to become involved and effective in areas such as planning and setting priorities, budgetting and financial control, staff planning and man-management, making the best use of resources etc.

It is an understandable reaction to resent this, and feel that it is a distraction from "getting on with one's job". My message is that at present it is an unavoidable part of the job.

In the long run, the solution must be to develop the required training and a clear line of professional advancement for those whose aspirations and abilities may lead them to develop into effective project directors and managers. In the short term, however, the aim of this session is to make you conscious of the principal organisational factors which affect success in aid project related training, to examine them in relation to your work, to consider them and how they interact in a typical case-study, and as a result to give you some new perspectives on how you may perceive your role and approach your work in the future.

Participants were then provided with a list of key factors which influenced administration and management. The effects of these factors were discussed in terms of their relation to the work of individual participants.

A. **Planning and Time Scale** eg:

- Clarity of objectives

- Integration with manpower development plans, other training programmes, other working commitments.

- Lead-time for selection and preparation of trainees.

- Setting priorities - short/medium/long-term.

B. **Finance and Resources** eg:

- Realism about time and costs involved, linked with:

  - difficulty of defining quality, value for money
  - difficulty in demonstrating cost-effectiveness

- Efficiency in application of available resources.

- Well-prepared budget.

- Effective delegation of financial authority.

C. **Structural Organisation** eg

- Definition of areas of responsibility.

- Lines of authority.
- Decision-making structure.
- Job descriptions and criteria for success.

D. **Staff eg**

- Selection (qualities required)
- Briefing
- Orientation and training
- Continuity
- Counterpart training

E. **Coordination of Effort eg:**

- Perception of own role within framework.
- Problems of working in isolation.
- Access to resources, advice, previous experience.

F. **Human Factors eg:**

- Motivation, expectations and incentives. Consider these under headings of status, financial, domestic commitments.
- Definition of success for:
    - teachers
    - taught
    - managers

  and how far there is agreement between them.
- Perception of testing systems.
- Influence of leadership/example of perceived social leaders.

G. **Transition from Dependence on Aid eg:**

- Attitude of hosts to aid programme.
- Use of local resources.
- Steps towards self-sufficient operation.
- Counterpart training programme and staff development.

H. **Evaluation and Monitoring eg:**

- Criteria for measuring progress
- Parties involved.
- Reporting system and frequency.

- Action resulting from reports.

- Recording deviations from project plan, and reasons.

After consideration of examples given by participants from their own experience, John Sinclair and John Webb led a case study, based on the Indonesian project referred to above. The participants were supplied with a basic description of the problem and terms of reference. They then carried out a 'differential diagnosis' with data supplied from the chair and put forward proposals to meet the need which arose through this data and the principal findings of the study. These proposals were then compared and contrasted with the main conclusions and recommendations of the report.

In the following section the components of the case study are presented in the order given below:

Terms of reference
General description of the problem
Summary of the differential diagnosis
Principal findings of the study
Case study proposals
Principal recommendations of the study

INDONESIA LANGUAGE TRAINING SURVEY

TERMS OF REFERENCE

General

To advise Indonesian Government Departments, Ministries and Training Institutions, and the British Overseas Development Administration on the **most cost effective ways of overcoming language barriers in current and future development projects,** thereby improving and accelerating training, technical cooperation and the transfer of technology in the process of Indonesian national development.

Specific

To undertake a selective survey of existing language programmes and institutions focussing on English Language Training for civil servants, public enterprise managers and technical specialists in the public sector.

To identify critical English language training needs and vital training resource requirements.

To suggest an outline series of intensive action programmes designed to meet priority training needs and supply crucial external resource inputs.

GENERAL DESCRIPTION OF THE PROBLEM

Indonesia is an archipelago of approximately 30,000 islands stretching across a length of 3,000 miles and has a population of 160 million inhabitants. As a result of Dutch occupation the country developed a Dutch-modelled education system and used Dutch as the language of administration and education. However, following independence a national language policy introduced Bahasa Indonesia as a national language and the medium of instruction. This policy was seen as a unificatory act and aimed to combat the problems faced by a country with over 400 indigenous languages and dialects.

The process of implementing this unification language policy has been slow; 40% of the population are now regarded as effective in Bahasa Indonesia but other languages remain strong. Since Dutch was rejected on emotional and historical grounds, English has become the first foreign language of Indonesia.

Indonesia is a fertile country, rich in oil and natural gas resources but where development, particularly in communications, is at a relatively initial stage. Consequently it attracts a high rate of investment from the bilateral and multilateral aid agencies. The United Kingdom is a significant contributor to the country's development and is involved across a range of sectors; Agriculture, Forestry, Medical Services, Fisheries, Mining, Technology and Local Government.

There is a central problem in transmitting training to Indonesians either in-country or overseas. A key factor is that English is the sole medium of training activity and has thus, in many cases, become the only criterion for selection of trainees, more often than not over and above technical qualifications. For this and many other reasons, Indonesian performance in overseas training has so far been poor.

The country, with 27 provinces, has a large civil service with extensive training facilities. These are focused in the National Institute of Administration (LAN), which is responsible for all civil service training activity.

SUMMARY OF THE DIFFERENTIAL DIAGNOSIS

(Presented as a selection of questions asked and answers offered from the chair)

Q. What are the selection criteria employed for existing language programmes?

A. The criteria used include a focus on English ability, the range of sectors, geographical distance and the possibility of access.

Q. What types of institutes or programmes were found in the survey?

A. Government Department Training Centres including central and provincial institutions.

Non-departmental agencies with a national function, eg The National Logistic Agency.

Public enterprises with training facilities, eg The National Oil Company.

Universities, some of which have language centres.

Teacher training centres.

A few language training centres run by bilateral aid agencies, eg The British Council English Language Centre.

A variety of Institutes and private establishments.

Voluntary Service Overseas.

Q. What language is used between Indonesians?

A. Bahasa Indonesia.

Q. Were alternatives to English language training considered?

A. No, since interpreting systems would involve large numbers of personnel.

Q. Did the policy of Bahasa Indonesia as a national language involve much coercion?

A. No, there was no hostile reaction but there is a degree of apathy.

Q. Is the poor performance in overseas training due to the emphasis on selection according to English rather than subject ability?

A. This was not known. However it is difficult for Indonesians to adapt both culturally and educationally overseas since they come from an Islamic educational tradition. There is no tradition of overseas study.

Q. Is there any racial bias towards particular groups in selection for overseas training?

A. No.

Q. To what extent is a specialist training provided for students going overseas?

A. A considerable amount of language training is provided but it is difficult to quantify this in terms of effective training. For example there is little awareness of special purpose language training.

Q. Can numbers of students requiring training be estimated and the numbers of those who would require language training?

A. An estimate of formal training needs amounts to 1,000+ man years. Overseas Training and Fellowships offered amount to 1,800 man years.

A large number of institutions do not take up their full quota of fellowships because there are insufficient students capable of passing the language tests. Roughly 42% of fellowships are taken up; of 1,800 planned for the next 3 years there is a shortfall of 1,046. This ability shortfall means 5,000 man years of overseas training are not taken up.

Q. What reasons are there for poor Indonesian performance overseas?

A. Language problems, lack of motivation, lack of an overseas training tradition.

The output from secondary education is low and there is a shortage of competent English language teachers. There is also a national policy to achieve as much training in-country as possible in order to cope with financial constraints.

Finally, the tests required for overseas training involve, by Indonesian standards, radically high standards; in particular reading skills are a prevalent difficulty as there is no Indonesian reading habit, even in their L1.

Q. Were projects identified in which job specifications were given with communicative needs stated?

A. No; Indonesian project managers could not achieve this. Generally there is no concept of levels of English.

Q. Could a mass telecommunications based education project be used to develop language ability?

A. The necessary delivery systems are being introduced but the problem remains one of educational tradition; there is no history of self-study so distance training programmes would probably not establish themselves.

Q. How entrenched are qualifying tests and are they, in fact, obstacles to achievement?

A. TOEFL/ELTS/SST type tests are entrenched and by and large exert a primary influence on teaching. Tests are perceived as a ticket overseas and the major goal of study.

Q. Are there any links with UK institutions where special entry requirements could be waived?

A. Some links are established but there has been no waiving of entry requirements.

The fundamental problem arises from a combination of poor language education and difficult tests. This situation leads to repeated failure, poor motivation and the expectation of failure.

An important step would therefore involve the introduction of graded tests which are within achievement parameters and which would improve motivation.

Q. What relationships exist between ministries in Indonesia?

A. There are now some committees with members from different ministries.

LAN (National Institute of Administration) carries overall responsiblity for training although it does not function as a delivery system.

PRINCIPAL FINDINGS

Following the differential diagnosis exercise, participants were provided with the principal findings of the survey. Specific sections of these finding were then issued as the brief for individual case study group proposals, of which there were four.

The following extracts are from the original report and so retain their section numbers.

2. Principal findings

2.1 The need for language training

This can usefully be defined in four distinct areas:

2.1.1 Candidates for overseas training:

The need here is acute and immediate. Only some 40% of available overseas training places are currently being taken up. The principal obstacle for candidates is gaining an acceptable level in the language tests required by overseas institutions.

The consequence of this over the next three years, in only the institutions surveyed in detail, is that more than 1,000 man-years of overseas training available to Indonesia will not be taken up. For the country as a whole, the total may well exceed 5,000 man years over the same period of three years.

The tangible and intangible costs of this shortfall are probably incalculable. They include:

- resources lost for Indonesia directly, ie money offered but not spent;

- consequential losses through shortage of suitably trained personnel:

    a. within individual projects - delays, missed deadlines, disorientation of partners, mistakes, waste, etc;

    b. slower national development in the long term, through individual staff being less well trained than they might be;

    c. less overseas investment through loss of enthusiasm by donors and overseas investors.

It should also be noted that the shortage of candidates with enough English to pass the tests means that in almost all cases language ability, rather than intellectual or technical ability, has become the first criterion for selection for overseas training.

2.1.2 Key personnel in central government departments:

It was put to us on several occasions that a number of middle and senior staff in those Ministries which are the main 'interface' between the Government of Indonesia and overseas investment and development agencies, have a particular need for a good standard of English when dealing with international partners.

This need is in specialised fields such as finance, contracting, national planning etc.

The requirement did not emerge directly from the replies to the survey questionnaire. Nevertheless, we agree that it represents an important priority. It is geographically limited to the Jakarta area, and the numbers requiring such training are relatively low.

2.1.3 General civil service staff:

The demand here is very widespread but undefined and unfocused. It includes a general recognition that English is 'important' for national development, that for individuals it may lead to promotion, to the opportunity to study overseas, and it will lead to better communications with overseas specialists in all fields.

At present, the only recognisable 'target' for a civil servant learning English is success in the tests for overseas study.

However, the gap between the average level of English of a graduate enetering the service and the level required to qualify for overseas training is dishearteningly large. (The British Council reports that, when testing candidates for pre-departure English courses, they have been obliged to reject as many as 90% who do not have enough basic English even to justify starting on a 20-week full-time course to prepare them for the overseas test.)

The importance of this area is that it represents the pool from which manpower is drawn to enter 2.1.1 and 2.1.2 above. In almost all of our interviews there was evidence that the water level is sinking as those with some language competence are drawn off.

It has been put to us that this problem requires to be tackled by improving the language teaching in high schools and universities. Undoubtedly this is so. However, in our experience, it is likely to take 20 years to achieve significant progress across the whole of the formal education system. Meanwhile the imperatives for national development are immediate, and this report must concern itself with those who are at present in, or about to enter the public service.

2.1.4 Occupational needs:

Where these are clearly defined and specific occupational requirements, for example hotel staff, telephone operators etc, some good work is now being done. It is necessary for this good experience to be generalised and passed on.

2.2 Forward Planning

We found that the effective planning time scale for almost all training activities is a year or less. This is insufficient to permit cost-effective use of resources of time and money especially when preparing candidates for overseas training, where a lead-time of two to three years is required for careful selection and a properly phased programme of working commitment and preparatory training.

2.3 Facilities, Resources and Current Practice

2.3.1 Physical plant:

We found in general that the training centres we visited have a good or adequate standard of teaching accommodation and equipment.

2.3.2 Teaching materials:

The teaching materials in most training centres are of poor quality, outdated and often culturally inappropriate for Indonesia.

2.3.3 Flexibility:

We were positively impressed by the considerable extent to which it is accepted practice for a training centre to make available services and facilities to other institutions in the public sector. In the case of language training, which is required by the staff of many different departments, this element of flexibility is potentially very valuable for making the best use of scarce resources.

2.3.4 The burden of domestic training:

The civil service training centres are required to provide training for very large numbers of staff indeed. This imposes a big burden of organisation and logistics. For this reason, it is very difficult for the directors of Training and their staff to give sufficient priority to the task of planning, allocating resources for, and executing effective language programmes.

2.3.5 Teaching staff:

With few exceptions, the standard of performance of the language teaching staff is very low. They require training both to improve their own command of English, and their teaching skills.

The great majority of the teachers already have teaching jobs in schools and universities, and teach part-time on an hourly basis in the training centres in order to supplement their income.

This practice is detrimental in the case of language teaching. While in other fields of training it may be positively beneficial to engage full-time professionals on an hourly basis, in language teaching it ensures low quality. For effective work, language teachers need to work together over substantial periods, and to feed periods of training back to the team. There would be no point in upgrading part-time staff.

2.3.6 Underestimation of time required:

We observed that there is a consistent tendency to underestimate greatly the time which is required to achieve progress in language training. This underestimation is a factor common to every training system in our experience. However the lack of realism in this case is so great that it is causing a very heavy penalty in terms of later delays in training programmes and discouragement by failure.

2.3.7 Lack of provision for language training:

There seems to be no regular procedure, when a development project is being prepared, for identifying what language training will be necessary to support the transfer of technology, and making a proper allocation of time and costs for this.

2.4 Models of Quality

Given the rather depressing general picture painted above, it is pleasing to be able to report that we found a variety of examples of practical, effective and imaginative approaches to language training. These are quoted below as models which can be expanded or replicated where they meet a specific need.

2.4.1 British Council Engish Language Centre:

This centre is providing high quality and effective pre-departure English courses. Some of the factors which lead to success here are:

- the use of trained and experienced native speaker teachers

- excellent range of teaching materials, and the capacity to develop materials to meet special needs
- intensive courses
- homogeneous classes
- careful testing of entrants
- good library

The training provided at the English Language Centre goes beyond conventional language teaching to include the development of study skills, which will be required overseas, and some degree of cultural orientation.

Inevitably, because of the resources used, the courses are very expensive when compared with other types of course on the market. The courses are also available only in Jakarta, which involves additional costs for those who have to travel and live in Jakarta. Nevertheless, their high success rate represents value for money in intensive pre-departure training.

Courses to fill a similar need are now being run by the Australian Language Centre, also using a high standard of staff and resources. These are at present only available to students going to Australia, and no charge is made. The Centre is also able to provide training in the field to support aid projects.

Both of these centres represent a building-up of experience in pre-departure training for Indonesian students.

2.4.2 University Language Centres:

We found that good work was being done by the Language Centres we were able to visit at the Universities of Sriwijaya and Hassanuddin. Expatriate teachers including VSOs are being used, and the centres are able to run courses on contract to service the needs of civil service units and public enterprises.

2.4.3 Hotel and Tourism Training Centre, Denpasar:

This Centre is providing good language training in its own field. Through exchange of information and materials, similar work is developing at the same department's Training Centre in Bandung. The Denpasar Centre is also providing services to agricultural staff and nursing trainees.

The special interest of the Denpasar Centre is that it has developed an efficient and practical approach to the employment of language teachers outlined in 2.3.5 above, by using a simple form of contract. This has enabled the Centre to develop a staff of committed teachers who it is worth training to improve. Further, the effect of the employment arrangements has actually reduced the cost per hour of the teaching.

2.4.4 Western Universities Group:

Centred on the Language Centre of Sriwijaya University, there is a regional network servicing the language training of 11 institutions in Sumatra and West Kalimantan. This group is involved in a USAID project in agricultural education.

From the base in Palembang, a Regional Coordinator visits the institutions regularly, providing standardisation of testing and levels, assisting with course planning and materials, arranging instructor training, and intensive pre-departure courses on a residential basis in Palembang.

This is an example of a regional network which coordinates and makes the best use of the resources available to the participating institutions. Comments from the institutions we visited showed that it is much appreciated.

2.4.5 Department of Finance:

This Ministry has separated responsibility for preparation of overseas trainees from the work of domestic training (see 2.3.4 above). It has developed a special programme for this purpose, which is realistic in committing necessary time and resources. Perhaps most importantly, it has developed a set of excellent selection criteria for candidates for overseas awards.

While the resources required for this approach may at present be beyond those available in some departments, the programme is an excellent model for the future.

2.4.6 Animal Diseases Research Institute, Bogor:

The language training programme for staff at this Institute is very successful, and good use is made of an Australian teacher attached to the project. The underlying reason for its success is the very positive attitude taken by the Director towards developing the use of English by his staff, and demonstrates most clearly the importance of this factor.

2.4.7 Private Language Institutes:

Some private institutes, especially in the Jakarta region, which employ expatriate trained teachers, are now able to deliver a good service, including sending teams of the teachers to the provinces. Given satisfactory quality control, these centres are an important resource, and can represent good value for money.

2.5 General Observations

2.5.1 Fragmentation of effort:

A very large number of organisations and agencies are taking part in manpower development. Each project or institution has tended to look only at its own needs for language training. Consequently the national scale of the need has been concealed. The needs of individual programmes have rarely in the past appeared large or urgent enough to bring about effective action. The result is a piecemeal series of ad hoc solutions.

2.5.2 Diversity of needs:

The needs of the public service for language teaching are diverse and widespread geographically. While there is some clustering in major cities, the demand varies greatly in priority and density in different areas.

2.5.3 Shortage of resources:

Outside Jakarta, the precious resources of trained and experienced teachers, and effective language programmes, are scarce and widely scattered. There is a particular shortage of native-speakers of English, either as potential teachers or as models of the language. In terms of resources needed for the future, the largest single requirement is to develop a corps of well-trained instructors at appropriate levels.

A body of more appropriate and effective teaching materials also needs to be developed.

2.5.4 The learning curve:

Because there is very little machinery for the exchange of experience between those involved in language training, a great deal of work is carried out by trial and error, and the same problems are encountered time and again without the benefit of learning from experience.

2.5.5 A national strategy:

There is no single method for delivering language training which will be appropriate for all the diverse kinds of requirement and training environment represented in the Indonesian public service.

What is urgently required is a system which will, on a national scale, identify strategies and models which are successful in the Indonesian context, replicate them where similar needs exist, ensure the effective dissemination of information, experience and training, and coordinate the use of scarce resources to the best advantage.

CASE STUDY PROPOSALS

The brief given to each of the four case study groups derives from Section 2.5 of the Principal Findings. Each case study proposal describes its brief and, where appropriate, cites the relevant section from the report.

Case Study 1

Brief: Our group was asked to consider the English Language provision for General Service Staff (see Survey, Section 2.1.3), as opposed to candidates for overseas training. (For brevity's sake this group will be referred to as the 'pool'.)

The pool seems to be very large and shallow, ie the level of EL attainment is mostly low and perhaps getting lower. It is difficult to pinpoint just why civil servants in the pool want to learn English, since their work does not usually require it. A command of English may be a factor in promotion but it is not a prerequisite for this. Possibly a knowledge of English confers a social prestige, since it acts as a 'window on the world' and English is, of course, the principal language used within Asean.

Given the very large numbers of civil servants in the pool, their geographical spread, their unfocussed needs, their present low level of attainment in

English and the lack of institutions where they can study effectively, our group feels that with the exception of 'Key Personnel' (see Survey Section 2.1.2), the EL needs of the pool, though important, are not of greatest urgency.

Nevertheless, the situation does need structuring and something should be done to improve it. Our group recommends that a system of tests/exams based on graded objectives should be introduced: a ladder by which EL progress could be measured. Ideally, there should be many rungs to the ladder - eight were suggested, although this is an arbitrary number. The top rung of this ladder of tests could represent the threshold for intensive language training preparatory to study or training overseas.

It might be felt that eight levels of tests are too many to be manageable in administrative terms, but a shallow grading would present achievable targets to candidates from the pool and should increase motivation.

Our group considered whether the Indonesian government should offer a small financial incentive for those who reached, say, the half-way mark or the top of the ladder, but felt that on balance this would not be necessary and might anyway be rejected on the grounds of expense.

The set of tests proposed could not be job-specific, but would be based on general English of a formal kind and might give considerable emphasis to reading or reading and listening skills.

The objectives for each level of test would have to be carefully specified and a battery of such tests prepared. A team of Indonesian teachers would in the long run be trained both as test-designers and as examiners.

The battery of tests proposed implies a syllabus and the creation of this would in itself bring a clearer focus to the unfocussed situation described in the survey.

Our group was, however, worried by the lack of facilities (eg effective teaching) available to members of the pool. Who would teach such students and enable them to climb the ladder? And with what materials? The short-term answer, we suggest, is to introduce courses related to the proposed set of tests in existing 'centres of excellence' (mainly in Jakarta and other major cities) and to spread outwards in the course of time to other parts of the country. Distance learning programmes might be devised to aid students working on their own or in small self-help study groups. The newly established Open University might serve as a framework for such courses backed by correspondence courses and/or media inputs.

Our group considered briefly the needs of Key Personnel in Central Government Departments who, in our view, do represent a high priority in planning terms. Such personnel are likely to be selected on the basis of their professional skills or potential professional skills and intensive job-specific EL courses can be created for them, making use of existing 'centres of excellence' in, say, Jakarta.

We feel that the proposals above would make the present shallow pool deeper and would increase the source of candidates both for Key Personnel and for overseas training/study in English. We recognise that for the majority of civil servants in the pool, however, such outcomes would remain mere aspirations.

Case Study 2

Brief: To improve the performance of language teaching staff. This improvement requires upgrading both in terms of language improvement and teaching skill. The majority of teachers work on a part-time basis, having other jobs in schools and universities. This is to be considered as part of the overall problem of teacher competence (Section 2.3.5 of Survey).

General Objective: To build up a cadre of trained teachers with access to appropriate resources.

Enabling Objectives:

1. Identify 7-8 regional centres for training teachers (eg within existing infrastructure, LAN etc).

2. Select and train potential Indonesian teacher trainers and teachers. Approximate number: 50. (To consider the location of the training: British Council English Language Centre and Australian Language Centre in Jakarta.)

3. To establish courses in regional training centres staffed by teachers trained under 2. above. The courses will train teachers in the regions and offer language improvement courses.

Implementation:

1. Identify financial resources.

2. Establish job descriptions for various categories of staff:

   Project Manager (Jakarta)
   Regionally based KELT trainers
   Regionally based Indonesian trainers
   Locally based teachers

3. Establish career structure for local staff with built-in incentives: eg, financial reward, recognition, status. (NB: All staff should have full-time commitment to local/regional centres.)

4. Appoint expatriate staff.

5. Select initial cadre of teacher trainers from pool of 50 trained on initial course (ie 2. Enabling Objectives).

6. Design and run initial training course for trainers. Develop training modules for use by trainers in Regional Centres. Develop and establish Resource Centres in Regional Centres.

JAKARTA CENTRE	Project Manager KELT
7-8 REGIONAL CENTRES	1 KELT per Centre Indonesian trainers
LOCAL TRAINING CENTRES	Indonesian staff

Case Study 3

Brief: To consider pre-departure selection and training; to draft a proposal for directors of training offering advice on criteria and timing of training, cost and cost-effectiveness of training and timescales.

Proposal:

A.1 We would prefer to put forward this proposal in a presentation rather than written format in the first instance.

A.2 This would be backed up by a written proposal encapsulating (1) above and this would be sent to all appropriate Government bodies.

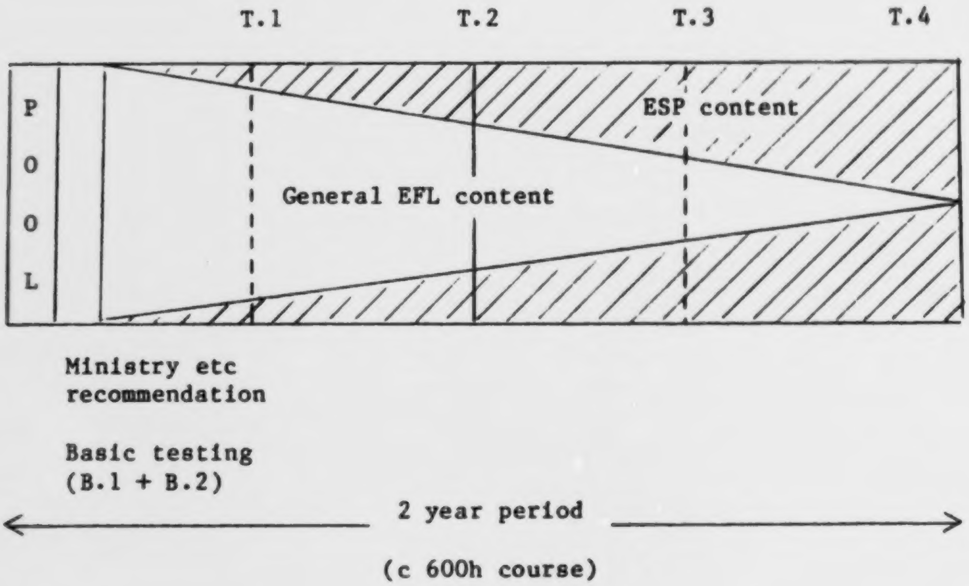
A.3 We would wish to use LAN as a vehicle for the implementation of our scheme.

B.1 Pre-selection for the course would be on the basis of technical competence level to be carried out by appropriate Government bodies.

The Ministry of Finance model (Appendix 7 of Sinclair/Webb report) seems to be appropriate and has a proven record.

B.2 In addition there would be a rough ELT screening but only to eliminate totally hopeless cases.

C.1 The format for training and timescales envisaged would be as below plus the proposals given in Case Study 1.



C.2 Course implementation is to be flexible in order to accommodate local requirements - part-time, full-time, blocks.

C.3 The group recognises the problems of ESP content but feels they could be successfully identified and dealt with. They are not detailed here as we feel this brief to be a management/administration strategy rather than an issue of ELT tactics.

C.4 Testing points 1-4 on the diagram lead up to TOEFL/ELTS. They provide counselling points where people could be invited to drop out or report. They provide a series of attainable goals. Stage 4 should be high enough to give students a good chance to measure themselves against the requirements of ELTS/TOEFL.

D.1 The group felt this scheme would be cost-effective and efficient with regard to personnel. A large team would be unnecessary. Specialists could also utilise the expertise and experience of BC, DTEO, ALC and other appropriate ELT agencies as far as would be practical.

Case Study 4

Brief: (see Survey, Sections 2.5.1, 2.5.2, 2.5.4) To consider fragmentation of effort in language training provision, the diversity of needs prevalent in Indonesia and the need for coordination between those involved in language training.

The group understood diversity of needs to refer to geographical locality and size of institution rather than diversity of ESP needs.

The group proposed to offer a dynamic, rather than a concrete, monolithic, model.

Stage 1: To encourage local expertise through two-way information distribution.

Stage 2: To employ perambulating specialists.

Stage 3: To develop regional centres.

The emphasis throughout would be on the development of available manpower rather than the introduction of outside help.

Fragmentation would be overcome by the establishment of a central clearing house for materials. This should probably be located in Jakarta (dependent on the efficiency of the postal system) but there should be no imposition of policy from above. The main aim of such a resource centre would be to collect material used by everybody and to act as a vehicle for distribution.

Material production could be coordinated by a team of roving postboxes managed by established teachers. The purpose would be to elicit locally produced materials by offering small financial incentives. Material would be passed to the resource centre, edited to eliminate gross errors and sent out (possibly with suggestions for exploitation) to all the other institutes which have been identified.

A pre-paid feedback letter would be attached to every batch of material.

Funding required would be for:

1. Postage costs (perhaps there is a FREEPOST system).
2. Duplicating hardware.
3. Appropriate clerical help (initially 5).

ODA would be asked to provide:

1. A KELT to run the centre who would gradually exercise an editorial function.

2. A KELT or archivist. Filing for an operation on this scale is extremely important.

3. Subsequent recruiting of (up to 5 if there are 27 provinces) KELTs to run regional workshops and seminars. These would be managed as gatherings of teachers actually doing the job.

In general terms the group felt it necessary to develop local expertise rather than to impose a solution externally.

It was also felt that regional centres (KELT bases) would have to be established, particularly if regional differences in terms of needs are more marked than the group assumed. The first aim is to instil interest and encouragement in people doing the work; the long term aim is to gradually upgrade teaching competence.

Following the case study tasks, participants were provided with the principal recommendations given in the original report; these are given below (the original Section numbers are retained).

3. Principal Recommendations. (EXTRACT)

3.1 Civil Service Language Grading

We recommend introducing a language grading system for civil service staff

We suggest 4 levels, which would be described in terms of what the individual can do with the language. The levels would be defined by straightforward syllabuses and tests.

Such a system of grades would serve:

- as a tool to define or census the present levels of language ability of staff;
- to define the language requirements of different jobs;
- to set targets for language programmes;
- to give individuals a 'ladder of progress' which can be climbed by achievable steps;
- to give a peg on which to hang incentives and motivation;
- to give specifications to organisations providing language teaching under contract, and to monitor their performance;
- to provide a framework and stimulus for the development of teaching materials.

3.2 National Network for English Language Training

We recommend the establishment of a national network for English language training

This would be organised regionally, with six to ten regional areas, with Jakarta as one region, each having a Regional Language Teaching Coordinator.

3.2.1 The Regional Coordinators should be trained, experienced overseas specialists, and would each have an Indonesian counterpart, who would undergo extensive overseas and on the job training, with the aim of Indonestianisation of the posts in the long term.

The Regional Coordinators would each be based in an active language training centre in their region, where intensive language and instructor training could be organised.

They would be very mobile within their regions, actively seeking to identify local areas of need, giving advice and assistance in planning programmes, and marshalling resources to carry them out. They would help in selecting and training instructors, would arrange testing, and run a materials development programme.

3.2.2 There should also be a National Coordinator, based in Jakarta. This post would be responsible for:

- agreeing overall policy with the national agencies;
- planning and managing the resources required;
- supporting and supervising the work of the Regional Coordinators;
- assisting government and aid agencies to identify language needs in development projects and to prepare proposals;
- promoting and encouraging the use of the network;
- reporting on progress.

The post will require the appointment of an excellent manager with experience of international development training and education. It will require a first-class Indonesian counterpart and a small but highly effective support facility.

3.2.3 Outline job descriptions and man-specifications for these posts are given in Appendix 5.

3.3 Regional Centres

We recommend that suitable centres be identified as Regional Language Centres

3.3.1 These will serve as a base for the Regional Coordinators. The aim should be to build up key resources and services in the Regional Centres to service the needs of each region.

These will include:

- a bank of teaching and source materials, and library;
- a register of training facilities and institutes in the region;
- a testing service;
- instructor training;
- a programme of intensive pre-departure courses to serve needs in the region.

3.3.2 It is not necessary or desirable to establish the Regional Centres as entirely new entities. They should be introduced as an immediate extension of the work of existing successful institutions, and build on the success of those institutions.

3.3.3 The institution selected may differ from region to region - it may be a University Language Centre, a departmental training centre, the training centre of a technical institute, an IKIP, a Pusidiklat Propinsi, and so forth.

3.3.4 In identifying an institution for the role of Regional Language Centre, account should be taken of its experience and success in language teaching, the availability of good staff to extend its operations, its geographical location in relation to the region's needs, and the teaching and living accommodation required.

3.4. Staff Development and Training

We recommend the following approaches to improve the quality of the staff engaged in language teaching

3.4.1 Counterpart training:

Each expatriate Coordinator will have an Indonesian counterpart. These will need specific training in English language, language teaching and management before taking over the role of Coordinator. This programme, including overseas training and working experience will need to extend over about five years.

3.4.2 Increasing the proportion of native speakers:

There is a severe limitation placed on the rate at which the standard of English can be improved in Indonesia by:

- the relative scarcity of native speakers;
- the lack of efficiency in the use of those that are available.

We recommend a policy of recruitment of native-speaker teachers as a permanent feature of the teaching profession. The minimum objective for the current scheme should be one per province, actively engaged in the network, and efforts should be made constantly to raise the proportion of native speakers.

The provision of native speakers through an agency should be investigated. VSO and Australian volunteers are a valuable potential source. However doubts have been expressed to us about the clarity of the role and tasks assigned to them in some institutions; work on the scheme proposed here may prove more attractive.

3.4.3 Residence in English Speaking Countries:

Opportunities should be sought to provide periods of residence in English-speaking countries for promising Indonesian teachers of English. Even a suggested minimum period of three months can bring about a marked improvement in competence and confidence in using the language, as a basis for improved teaching.

3.4.4 Contracts of employment:

We recommend the adoption of contracts of employment for Indonesian instructors of English.

This will improve commitment and continuity, greatly enhance the return on the training of instructors, and need be no more expensive than the present approach of hourly employment.

Further details and suggested basic terms for the contract are given in Appendix 6.

3.4.5 Instructor proficiency grading:

There should be established a visible ladder of proficiency for Indonesian civil service language instructors, in parallel with the grading proposed for students.

Other areas of competence in teaching should be excluded from assessment until straightforward command of English is established as the priority area. Every effort should be made to ensure that a student studying to achieve a certain grade should be taught by an instructor who is substantially above that grade, and who has qualified to teach at that level.

3.4.5 Supporting resources:

Parallel with the development of the coordinating network, there should be a provision of professional resources to make and keep it viable. Beyond the very early stages, the organisation of professional input will have to be done by specially appointed personnel, distinct from the coordinators though working in team with them. The jobs to be done in this area are laid out in Appendix 8.

3.4.6 Overseas links:

We recommend the securing of a supporting institution or institutions in English speaking countries, capable of advising and helping in the attainment of the above objectives, and of maintaining suitable links through training programmes, professional exchanges, joint research and similar activities.

3.5 Forward Planning for Overseas Training

We recommend that responsibility for preparing overseas candidates should be separated from domestic training

At present the burden of domestic training tends to obscure the need for long-term planning for overseas training.

3.6 Pre-departure Selection and Training

3.6.1 Selection criteria:

The shortage of candidates able to qualify in language for overseas awards in the time available, has led to ability in English being effectively the principal criterion for selection. This is not making the best use of national talent.

3.6.2 Release time for pre-departure training:

The provision of time for pre-departure training is almost universally unrealistic. Our enquiries reveal strong agreement that successful programmes for candidates of average ability require the equivalent of 12 months full-time training, which may for example be spread over one to two years part-time plus six months full-time.

Departments are reluctant to contemplate this because of loss of staff time. For some individuals with dependants it involves an unacceptable loss of earnings.

We recommend the circulation to Ministries of guidelines on appropriate selection of candidates and realistic allocation of release time.

3.7 Funds for Language Training in Development Proposals

We recommend that a regular procedure be adopted by Government agencies and aid donors, to scrutinise all development project proposals to identify their language training needs, and to ensure that properly costed allocations are made for this purpose.

It will be part of the role of the Central Coordinator to help prepare the language training component of development proposals.

4. Implementation

4.1 Time Scale

The recommendations in this report will take time to implement in full, although there is an urgency to start as soon as possible. They are designed to serve as a 'national blueprint', which can be filled in over a period of time, while working to a consistent plan.

We feel it would therefore be helpful to give some general indication of realistic objectives for implementation against time.

4.2 Partnership

4.2.1 Although some extensive aid funding will inevitably be required to enable implementation of these proposals to get under way, the language training network should be planned to develop in the long term into a completely integrated part of Indonesian public service which is not dependent on contributions.

We believe it is important to consider the contributions which Indonesia can put into the operation from the very first stage and which in turn will permit the maximum value to be derived from aid contributions.

This will help to establish at all levels a relationship of 'partnership' in working towards a common goal, rather than a dependence.

We recommend the following broad distribution of responsibilities between the partners in the implementation of the scheme

4.2.2 The Indonesian authorities would be responsible for providing:

- physical plant for all teaching (generally available);
- living and office accommodation for the Central Regional Coordinators (the Governor of South Sumatra already informally expressed willingness to provide this and a Regional Centre based in Palembang);
- an internal travel allowance for Coordinators;
- counterparts for training as Coordinators;
- salaries for Indonesian teachers (as at present);
- a sufficient allocation of time and allowances for trainees to attend courses.

4.2.3 Donor agencies would be responsible for providing:

- specialist expertise required for development coordination of the network, management of resource materials and test development, staff training, programme specification and guidance, in the form of the National and Regional Coordinators;
- selection, salary and international travel costs for the Centres for an agreed number of years;
- top-up support as necessary on materials and equipment;
- costs of link(s) with external institutions(s);
- funding and places for counterpart training;
- supporting resources.

4.2.4 Together Indonesia and the aid agencies would develop resources of instructors, materials, tests and information system, and thus fill in the 'national blueprint'.

4.3 Collaboration Between Agencies

4.3.1 At present a large number of bilateral and multilateral agencies are concerned and active in this field of language teaching. The problems and needs are fundamentally the same. The resources used are however deployed on a piecemeal, project by project basis.

4.3.2 A form of agreed collaboration between the agencies in establishing the proposed national network would greatly enhance effectiveness in the use of precious resources, by reducing gaps and wasteful duplication of effort.

We therefore recommend the circulation by LAN of this report in full to the principal bilateral donor agencies, followed by discussion with a view to agreeing a harmonised approach for the future.

We further recommend that, after discussion with the bilateral agencies, the results be circulated to multilateral agencies, and that they are encouraged to use and pay for the services of the network to meet their project-related training needs.

4.3.3 Models for Collaboration

The following are broad alternative models for such collaboration:

- One agency provides and funds the Central and Regional Coordinators. Other agencies agree to use the network on a fee-for-service basis.
- One agency provides and funds the Central Coordinator and agreed sevices. Other agencies provide and fund Regional Coordinators according to resources and needs, thus filling in the network but avoiding overlaps and gaps.
- All contributing agencies in the overall costs and services on a pooled basis. (This alternative is not recommended, as it is likely to prove unmanageably complex.)

4.4 Policy and Management

To establish and operate a national network for English language training, involving a number of agencies, will require both a forum for establishing and guiding policy, and an executive body for putting that policy into effect.

4.4.1 Policy forum:

We recommend the formation of a Steering Committee for the National Network

We suggest that membership should include the interests represented by:

- the present Committee for Overseas Training;
- the present Committee for Foreign Technical Cooperation, where this does not overlap with the above, to ensure the proper allocation of funds for language training in project proposals;
- the Ministry of Higher Education, since Universities and IKIPs will represent important training resources within the network;
- donor agencies contributing to the network;
- LAN, as the suggested executive body.

In order to avoid unnecessary proliferation of committees in this field, it may well be effective to run the policy forum as an extension of the Committee for Overseas Training, enlarged as necessary to include the interests listed above.

4.4.2 Executive responsibility:

We recommend that LAN should be the executive organisation responsible for the execution of policy agreed by the Steering Committee.

This responsibility is a natural extension of LAN's remit to support and guide training throughout the Civil Service. We have been impressed by the influence and authority which LAN has brought to bear in making arrangements for the present survey.

The executive authority of a body such as LAN will be required to enable the National and Regional Coordinators to carry out their work effectively.

The Central Coordinator will be the manager of the network, responsible to LAN for planning, managing, supervising and reporting on the work of the Regional Cordinators, in accordance with established policy.

It will be important to make clear on their appointment that the Coordinators are acting as agents of LAN as part of a national scheme.

5. Evaluation

A project of this nature requires regular evaluation and feedback to ensure that it is progressing as intended, and remains responsive to changing demands.

6. National Language Policy

During the preparation of this report we have informed the Director of the National Centre for Language Development of its progress, and consulted him on the implications for national language policy.

He sees no conflict between the action recommended in this report and the remit of the National Centre to promote the development of Bahasa Indonesia. He would welcome a link between the proposed network and the Centre which would lead to the exchange of information and experience relevant to the improved teaching of Bahasa Indonesia. He feels that the Centre could assist the task of the network in providing information on the linguistic background of Indonesian learners, and sees a future for cooperation in the development of standardised terminologies in English and Bahasa Indonesia in relevant fields of technology and public administration.

7. The Next Steps

We feel it is helpful to provide an outline of the next steps which follow from delivery of this report and its recommendations, on the assumption that they are found in due course to be broadly acceptable. We suggest the following:

i. LAN receives the report.

ii. Internal consideration and reporting on comments.

iii. Amendments as necessary.

iv. Decision on adoption of recommendations.

v. Circulation to potential donor agencies.

vi. Selection of partners and agreement on the provision of external funding.

vii. Selection and appointment of National Coordinator.

viii. Identification of key regions.

ix. Identification of Regional Centres. Agreement with institutions to act as host centres.

x. Selection and appointment of Regional Coordinators.

8. Conclusion

Language and communications are not prestige areas for the investment of human and financial resources. The results are neither tangible nor easily visible.

Nevertheless, the problems addressed in this report are of vital importance to the progress of national development in Indonesia. Language ability is not an end in itself, but an essential enabling factor for Indonesia's international role and the successful transfer of technology.

The task of improving present levels of language ability in Indonesia requires tackling on a national scale and over a period of several years, with the coordinated support of her partners in development.

The recommendations put forward in this report are designed as a framework for the future, on a scale large enough to meet this challenge, which if adopted should serve to guide the work of all those engaged in the task.

EXTRACT FROM: Survey of English Language Needs in Indonesian Public
Administration and Public Sector Management.
Report by Professor J Sinclair and John Webb, TETOC,
The British Council, April 1985.

2.0 SUPPORT FOR TECHNICAL EDUCATION AT POLYTECHNICS IN NIGERIA

GEOFFREY WARD, ADVISER ON TECHNICAL EDUCATION, TETOC GROUP, BRITISH COUNCIL

Assistance for the Technical Education Sector in Nigeria has been provided through the Anglo-Nigeria Technical Cooperation Arrangement. Until the current financial year the funding for the TCA has been on a 50/50 basis but because of the economic difficulties which Nigeria is experiencing the programme is at present 100% funded by the British Government.

The identification, design and implementation of the programme in Nigeria presents many complex problems. These include the sheer scale of the provision for technical education, the interaction between various controlling bodies eg the Federal Ministry of Education Science and Technology (FMEST) the National Board for Technical Education (NBTE) and COHEADS - the latter is a committee consisting of directors of the polytechnics in Nigeria and is a Nigerian parallel to the Committee of Directors of Polytechnics in the UK. Other factors include the slightly differing status between the Federal Polytechnics of which there are ten and the State Polytechnics (19). Federal Polytechnics receive funding from NBTE whereas the State Polytechnics are funded by each state. In addition, there are the political and cultural variations in the country - the North/South and East/West variations, not to mention the tremendous difficulties in communication within the country!

By African standards the Polytechnics in Nigeria are very large and many of them have in excess of 300 full-time lecturing staff. Some institutions are well established and have gone through a period of substantial development and redevelopment. Several Federal Polytechnics and a few State Polytechnics have moved on to virgin sites and are in the midst of capital development programmes of the order of 20-25 million Naira. Apart from the polytechnics there are more than 100 technical colleges and a small number of technical teacher training colleges.

The present pattern of assistance has evolved during the past five or six years, and focuses on three types of activity:

1. National Seminars and Workshops: These provide experts to run activities in Nigeria which might have an audience from almost all the polytechnics.

2. Assistance to the Federal Ministry of Education Science and Technology and the National Board for Technical Education. Assistance to FMEST and NBIE usually takes the form of TCT awards, short study visits to the UK and centralised assistance at NBIE in curriculum development.

3. Curriculum Development and Course Implementation: Assistance for this area of activity is provided through visits to Nigeria by UK consultants and short visits to the UK by Nigerian staff.

A list of active projects is given in Appendix 1.

Project Identification

Project identification is a combination of activities which include discussions with bodies such as FMEST, NBIE, Principals and Heads of Departments of the Polytechnics. Other important factors such as ODA's policy in its aid programme to Nigeria, the Federal Government of Nigeria's development priorities, British Council advice and capacity for implementation and availability of suitable resources within the UK all need to be considered.

Identification normally takes place during a three-week visit to Nigeria by a team of four TETOC Advisers early in the calendar year. At the end of the visit a round-up meeting is held at the Federal Ministry of National Planning in Lagos at which the recommendations for project implementation are presented. During the course of the next few weeks, FMNP have inter-Ministerial meetings and as a result of these discussions a final list of agreed projects is communicated to the British Council for further action.

Project Design

Project design is undertaken by UK consultants identified by TETOC who make planning visits to Nigeria usually of two or three weeks duration. During the course of the visit, British Council staff in Nigeria play an essential part in planning and arranging meetings with key staff at NBTE, the Polytechnics etc in order to work out the detail. The consultants' report gives the detailed project design and the recommendations are then finalised by TETOC and agreed with the Nigerian authorities prior to implementation.

So far, projects have been almost entirely limited to technical assistance, ie further short consultancy visits to Nigeria and/or short visits by senior staff from the Nigerian Polytechnics to the UK although on occasions small quantities of 'tools of the trade' are included. Because of the gross over-subscription to the overall training programme in Nigeria, and until this year the lack of a key sheet for the distribution of training awards, it has not been possible to specifically link TCT awards with projects. The preparation of a key sheet with a more appropriate allocation of TC awards for the Polytechnic sector should reduce this difficulty in the near future.

Project Implementation

In designing projects one factor which is of significance is the multiplier effect. In order to increase its value it is quite common that four or five polytechnics are grouped into a single project for curriculum development and course implementation, for example, in Agricultural Engineering or Solar Energy or Food Science and Food Technology. In some cases the NBTE will be the central coordinating point but in others a Polytechnic is the 'lead' institution. Implementation then moves on a closely coordinated programme of activity initiated by the Operations Group in TETOC working with one or more of the Regional Offices of the British Council in Nigeria. Given the size of the country, and the difficulties in communication, it is quite evident that the planning for projects of this kind is extremely complicated.

Project Evaluation

The projects shown in Appendix 1 are at an early stage of implementation and therefore are not ripe for evaluation. One instance of assistance which began approximately three years ago provided for the study of the Principles of Curriculum Design, the Modular Course Unit System and the writing of syllabuses in Behavioural Objective Format. As a result of this workshop, a very large number of the National Diploma and Higher National Diploma programmes are now in this format. A(5) on Appendix 1 is a follow-up to this project and will include an element of evaluation of the results produced so far.

Conclusions

Given the scale of the sector for which assistance is being provided through the Anglo-Nigeria TCA ie the Polytechnics, it can be argued with a reasonable degree of confidence that the impact achieved so far has been substantial. There is one aspect of our work in Nigeria for which we have considerable credibility and that is our capacity to deliver. This is not always the case with other donor agencies.

The pattern of assistance to technical education in Nigeria is under review and the future may see some changes. In particular there is a move to a greater integration within a project of the various components which should be available, in particular the linking of training, the provision of textbooks, a limited amount of equipment and extending the planning cycle from one year to three or four years.

Appendix 1

Assistance to Technical Education in Nigeria

A. NATIONAL SEMINARS AND WORKSHOPS:

1. Maintenance of Laboratory and Workshop Equipment

    a. For Polytechnics

    2 workshops run in 1984-85 (Kaduna Polytechnic and IMP Enugu).

    b. For Research Institutes

    Preliminary assessment and planning visit
    2 workshops in 1985-86 (others in 1986-87)

2. Management Information Systems

    A preliminary visit was made in November 1984. Seminar to be held at Kaduna Polytechnic July 1985 for Principals, Registrars, FMEST and NBTE with a follow-up early in 1986 (others in 1986-87)

3. Microcomputers in Education

    A series of 2 day appreciation seminars to be held at British Council Kaduna in September 1985
    Follow-up workshops on specific course applications (others in 1986-87)
    FMEST might coordinate bulk order of hardware and software.

4. Management of UK Polytechnics

    An international workshop organised by the Commonwealth Association of Polytechnics in Africa (CAPA) was held at Yaba College of Technology in March 1985 (funded by TETOC). Follow-up workshop in 1985-86 (others in 1986-87)

5. Curriculum Development

    To cover programme evaluation, course structure, student assessment, interpretation of syllabus topic areas.

6. Agricultural Engineering

    To discuss operational factors, equipment, course organisation, recurrent costs and revenue earning
    Planning visit
    Workshops in 1986-87

7. Technical Drawing

Workshop for staff to include training of trainers and teaching methodology
Planning visit
Workshop

8. Pre-Vocational Teacher Training Workshop

Repeat workshop for teachers of technical subjects in secondary schools (venue to be decided by FMEST)

B. FMEST AND NBTE

A group visit to the UK to study current developments in Technical Colleges, Polytechnics and Technical Teacher Training

C. CURRICULUM DEVELOPMENT AND COURSE IMPLEMENTATION

Assistance through visits by UK consultants to Nigerian Polytechnics and visits by Nigerian staff to the UK.

i. Photography and Printing Technology

Yaba College of Technology
Kano Institute of Higher Education

ii. Industrial Design

Yaba College of Technology

iii. Industrial Ceramics and Ceramic Technology

Kano Institute of Higher Education
Federal Polytechnic Unwana-Afikpo

iv. Agricultural Engineering

Ramat Polytechnic, Maiduguri
The Federal Polytechnic, Bauchi
The Federal Polytechnic, Bida
College of Technology, Calabar

v. Solar Energy

The Polytechnic, Ibadan
Kano Institute of Higher Education
The Federal Polytechnic, Bida
The Federal Polytechnic, Unwana-Afikpo
College of Technology, Owerri

vi. Food Science and Food Technology

The Polytechnic, Ibadan
IMT, Enugu
Kaduna Polytechnic
Yaba College of Technology
Ogun State Polytechnic
Ramat Polytechnic, Maiduguri

vii. Water Resource and Irrigation Engineering

The Polytechnic, Ibadan
WRECA, Kano
Ramat Polytechnic, Maiduguri
The Federal Polytechnic, Bida

viii. Appropriate Technology

Kwara State College of Technology
College of Technology, Owerri

ix. Fish Farming

Kwara State College of Technology

x. Electronics, Control Engineering and Instrumentation

Kwara State College of Technology
The Federal Polytechnic, Unwana-Afikpo

xi. Textile Technology/Fashion and Clothing Technology

Kaduna Polytechnic
The Federal Polytechnic, Unwana-Afikpo

xi. Footwear Design

Possibly at the Federal Polytechnic, Kaura Namoda

xii. Production Management and Financial Management

Kaduna Polytechnic
Owerri College of Technology

xiii. Glassblowing - Training of Laboratory Technicians

Bayero University, Kano
Yaba College of Technology
The Polytechnic, Ibadan
Kwara State College of Technology
Kano Institute of Higher Education
Research Institutes
Teaching Hospitals
Planning visit
Workshop (probably repeat workshop 1986-87)

xv. Rubber and Polymer Technology

Auchi Polytechnic

xvi. National Educational Technology Centre, Kaduna (NETC)

Assistance in running the following courses at NETC:

a. The Management of Polytechnic Libraries and Resource Centres

b. Educational Television Production

Specialist training for staff in the UK on the repair and maintenance of audio and video equipment.

Following Geoffery Ward's overview of support programmes in Nigerian Polytechnics, Richard Freeman, ELO in Nigeria described the implications for ELT in Nigeria. His talk is summarised below.

There are 60-70,000 students in Nigerian Polytechnics who find it increasingly difficult to cope with National Diploma and Higher National Diploma requirements due to declining standards of English. There has been, therefore, a proliferation of preparatory English courses leading to National Diploma courses. The National Board for Technical Education is responsible for providing guidance to Polytechnics on syllabus design. Syllabuses produced for polytechnic courses include English which is tagged onto other syllabuses under a variety of names.

Generally, Nigerian teachers have had little ELT or ESP training and work under restricted conditions; schools are poorly equipped with books and equipment and classes number as many as 80 students. Only 2-4 hours per week are allocated to English. The subject is not popular and teachers suffer from a low status level; by and large their input does not match the needs of students.

In April 1985 an ESP workshop was organised at Kaduna Polytechnic; this workshop aimed to show participants how to identify the needs of Polytechnic students and how to plan courses which would meet those needs. A course description and an extract from the external lecturers report are given in Appendices 1 and 2 following this section.

The principal recommendation given in the report on follow-up initiatives to the seminar involve the implementation of a textbook project. The need for this results from a general lack of teaching materials in Nigeria, one reason for this being the difficulty of importing books into the country. ELO Nigeria reported that he had written to the National Board for Technical Education on the proposal for a textbook project but had, at the time of speaking, not received a positive response.

Appendix 1: Description of Kaduna ESP Seminar

Course Title: Workshop on Teaching English for Specific Purposes (in Polytechnics in Nigeria)

Date: 15-26 April 1985

1. Course participants

Age: 25-30

Sex: Male and female.

Nationality: All Nigerian, except for one Asian, one French lady, and one or two Ghanaians.

Size of group: The number varied from day to day, but averaged 40.

Educational level: All University graduates, the Nigerians having first degrees usually in English literature, and some with postgraduate qualifications (MA etc).

English medium experience: Nigerians and Ghanaians all educated through, and now teaching in, an English medium situation.

Professional training: Few participants had had training in teaching, or in teaching English, and none in teaching ESP. A few had attended workshops/seminars on ELT in Nigeria, and/or Summer Schools in the UK.

Occupation: All teachers of English Language/Communication Skills/ Study Skills in Liberal Arts Departments and Language Departments of Polytechnics. Most participants were from Kaduna Polytechnic, but Ramat Polytechnic (Maiduguri), Sokoto State Polytechnic, Kano Institute for Higher Education, Katsina Polytechnic, and the Federal Polytechnic Kaura Namoda (Sokoto State) were represented.

Teaching/learning methods experience: Formal for most. Chalk and talk. Emphasis on 'grammar' and working through (often literary) texts, with aid of study notes and model answers.

Movitation: Most Kaduna Polytechnic staff attended out of genuine interest, though they had been requested to attend by their Head of Section. Attendance was not obligatory. Participants from other Polytechnics were among the keenest, and had obtained permission from their authorities to attend.

Own objectives in attending workshop: Most attended out of professional concern. The great majority of Polytechnic teachers of English are uncertain how to handle English language/ communication skills teaching in the Polytechnic context, where it is supposed to serve the academic and professional needs of students following technical and business/ secretarial courses.

Level of English: Bands 7 to 9.

2. The Course

Aim: To show participants how to identify the English language needs of students in Polytechnics, and how to plan and implement courses appropriate to those needs. (The Workshop was a follow-up to the Conference on English Language Studies in Higher Education in Nigeria, reported in ETIC February 1985, No 11).

Content: Topics on the 2 week programme were:

An historical and geographical introduction to ESP.
Group discussion on teaching English at Kaduna Polytechnic.
Introduction to materials analysis and evaluation.
The analysis of students' needs.
Some suggested principles in teaching reading in ESP.
Approaches to syllabus design.
An appraisal of the comprehension question in teaching reading.
Reading for information structure.
Drafting materials to teach definition and classification.
Vocabulary recognition strategies in ESP reading.

The textbook problem: an examination of the British Council/ODA/TTTI Calcutta/Aston University textbook project.
Prediction in reading.
Participants report back on analysis and evaluation of ESP/EAP textbooks.
A 4-phase approach to teaching writing, the example of problem-solving patterning.
Information transfer activities in teaching reading and writing.
Some Dos and Don'ts in teaching grammar.
Approaches to classroom procedure.
Teaching listening comprehension.
Teaching oral skills.
Introduction to testing in ESP.
Testing and evaluation in ESP.

The topics were introduced by the two British specialists, usually through a short lecture supported by handouts and OHP visuals. General discussion followed, and group activities (eg examining and writing reviews of ESP/EAP textbooks; drafting a questionnaire for identifying student needs).

The Workshop (or course) was held in a stepped, air-conditioned lecture theatre. A classroom was also available, but proved impossible acoustically. Xeroxing facilities were good. An OHP with screen and a typewriter, were provided by the Polytechnic. A small set of ESP/EAP books accompanied the Workshop. These were presented to the English Section of the College of Science and Technology by the British Council.

There was no formal assessment of the Workshop itself though daily turn-out and comments from participants indicated satisfaction.

A daily register was kept, and at the closing ceremony participants were issued with a Certificate of Attendance.

Duration: Working hours were from 0800 to 1300 for 10 days, with a short mid-morning break for drinks.

Class size: Participants - averaging 40 in number - remained in the same lecture theatre for all sessions, but formed themselves into groups for workshop activities.

Venue: The Workshop was held in a lecture theatre in the Department of Printing Technology, College of Science and Technology, Kaduna Polytechnic. It was organised by the English Section, Liberal Arts Department, CST, and the British Council.

3. Special features

During the last round-up session, the participants formed a National Association of Teachers of ESP in Polytechnics, with an interim committee. Two matters that the new Association may press for are:

1. A national syllabus or syllabuses, for ESP/EAP in the 29 Polytechnics.

2. An ESP/EAP textbook project for the Polytechnics.

The Workshop itself provided a forum for these two issues to be raised. 'Where do we go from here?' was a question very much in the minds of participants and organisers.

4. Staff

Mr Ray Williams, Senior Lecturer in EFL, College of St Mark and St John, Plymouth.

Mr Donald Adamson, Writer/Adviser, ELT Research and Development Unit, Longman Ltd, Essex.

5. Materials/Report

ELO Nigeria has a set of the handouts which were issued. There is a confidential report on the Workshop and related issues by Mr Ray Williams.

6. Correspondence to and information from

English Language Officer Nigeria (Richard Freeman)
The British Council
Hospital Road
PO Box 81
Kaduna, Nigeria

Appendix 2: Extract from a report by Ray Williams on an ESP Seminar at Kaduna Polytechnic, Nigeria

The consequence - for English-teaching - is that a sizeable percentage of students are simply not equipped on entry for an English-medium tertiary level course. (The problem is aggravated at the moment by the virtual collapse of primary education and the severe difficulties being encountered by secondary education.) In addition to the quota system and its effects on entry standards, there is also the godfather system.

Certificate, Diploma and Higher Diploma English classes are all homogeneous in terms of year and subject-speciality. The consequence is that classes contain a very wide spread of English abilities. Alternatives - eg classes streamed by English ability and containing (say) students from a variety of Engineering classes - appear to present insuperable administrative problems (but may not have been fully investigated and argued). With homogeneous classes (by subject-speciality) containing very wide ranges of English ability, and with each English lecturer preparing his/her own materials, the burden on the English lecturer is enormous. There seems to be little sectionalisation of teaching materials - eg a common set of materials produced by a team of teachers and used for all engineering students. Put crudely, the goal is probably day-to-day survival.

Personally, I feel that there are fundamental matters of departmental concern that might well produce dividends. These might include a re-think of the Introductory Year content; the possibility of some degree of streaming by English abiligy (at least for Diploma Year 1); less English-specialisation in Diploma Year 1, ie more study skills and less English for mechanical engineers; and a rethink of the examination system.

Possible Follow-Up Initiatives

The 2-week workshop eventualised, in fact, as more of a course. This was largely because most participants simply did not have sufficient prior background to draft teaching materials, design syllabuses, etc of a different type. At the end of the two weeks, enthusiasm was high, as participants realised that ESP offered various options in terms of syllabus design, classroom methodologies, teaching materials, etc. (They were particularly impressed by the small collection of ESP textbooks used as input to the workshop.) The inevitable question at the end of the two weeks, however, was: 'These ideas and materials are all very well. But where do we go from here?' The Polytechnics have access only to very dated books (eg Stannard Allen, Forrest) which are largely traditional grammar books. In some instances, such books are available for student purchase (at N12 a copy); and so the teacher copies from his/her own book on the board, supplementing activities with home-made, duplicated materials whenever possible. The present situation is a dire one, and is unlikely to improve in the immediate future, since ESP appears to be regarded by the authorities as insufficiently important to be allocated foreign exchange for the import of textbooks. But even if the import of modern ESP textbooks were at some time to be possible, there remains the fact that Nigeria has been so cut off from developments in TEFL/TESP in the last decade, that the views of language, language-learning and classroom methodologies on which recent ESP textbooks are built would be too bewildering for the average Polytechnic English teacher. We have, then, the twin problems of: a. the unavailability of suitable ESP textbooks (and no sign of an improvement in that situation), and b. a Polytechnic English-teaching profession who - through no fault of their own - have become fossilised in a mid-70s view of ESP - which might crudely be characterised as 'elimination of error by means of sentence grammar, with a surface dressing of technical vocabulary + testing, reading and writing essays on semi-technical topics'.

One answer might be the standard KELT package, perhaps based at Kaduna Polytechnic. A KELT Officer would find a friendly group of English teachers (doing widely different things in the name of 'English'), within the CST Liberal Studies Department, a supportive HOD (Mrs Oriko, who was unfortunately ill for the duration of the workshop), and first-class BC support from Richard Freeman. Against this, however, there might be difficulties of a 'Baturi' playing what would have to be a key role in a Nigerian department. (Expatriates are accepted as stock lecturers, but I sense that Nigerian staff might - understandably - be too proud to freely accept an expatriate appointment of 2 or 3 years in a key departmental role. And the present British-Nigerian political situation does not help.) The other possible drawback to a KELT appointment might be the limitation of influence to just one - admittedly key- Polytechnic. And there would be no guarantee that input (say, a textbook) to Kaduna would find a home in the other 28 Polytechnics or comparable institutions.

I would prefer the 'wooden horse' approach. In other words, I suggest that less immediately-obvious BC support (not physically within a Nigerian Polytechnic), with that support chained across a number of Polytechnics, would have greater chances of success - and might be approximately half the cost. Essentially, such a 'wooden-horse' approach would combine a tailor-made one-term course at an appropriate British academic institution with strong ESP interests, for (say) 10 carefully-selected Nigerian English lecturers from different Polytechnics, with the production of a purpose-written ESP textbook.The steps involved in such a project might include the following:

1. ODA approval - £50,000?

2. Identification of British academic institution and consultant.

3. Selection of a team of Nigerian lecturers - likely to make significant contributions to the textbook project, to be influential in in-service training in their home institutions and areas on their return from Britain, and to form the nucleus of a Polytechnic-based Nigerian ESP profession.

4. Needs analysis in Nigeria - directed by ELO and British consultant, but carried out by the Nigerian team.

5. Nigerian teams collect all possible documents - existing syllabuses, and materials, extracts from subject-specialist textbooks and lectures, examination papers and answers (English and specialist subjects), NBTE guidelines, texts for adaptation into teaching materials, etc.

6. British institution simultaneously also assembles wide range of documents and prepares for course.

7. The course in Britain - 10 weeks, tailor-made, with practice and theory focusing on the textbook project. At the end of the course, the textbook format should have been definitively decided on, a considerable amount written, and responsibility for remaining writing allocated. (Ditto the accompanying Teachers' Book.)

8. Nigerian team return to Nigeria, and continue (in pairs) writing the textbook under guidance of ELO and consultant, with pre-agreed time objectives.

9. First Kaduna-based workshop (say, 4 weeks) comprising Nigerian team + ELT and consultant, to finalise textbook and liaise with printer.

10. Textbook printed in Nigeria (Kaduna Polytechnic Printing Department), with contract to provide strict conditions on purchase price and subsequent price increases. (No royalties to authors or consultant.)

(1.-10.: Polytechnics not so far involved to be regularly kept up-to-date with progress by Nigerian team-leader.)

11. Second workshop, with all Polytechnics invited. Objectives: familiarisation with the textbook, teachers' book, classroom methodologies, testing implications, etc. Workshop to be run by the Nigerian team, with ELO and consultant in background.

12. Textbook available for purchase throughout Nigeria.

13. One year later, follow-up workshop on its use, with a view to incorporating revisions in reprint.

The precise nature of the textbook would need to be decided on at an early stage, but it would have the greatest impact on the widest possible cross-section of Polytechnic students and English-teaching staff - possibly a broad spectrum Science and Technology-based EAP/Study Skills book, taking on board the constraints of teaching in Nigerian Polytechnics, ie large classes, no A/V support, etc. Further, the accompanying Teachers Book could offer advice on additional home-made, more subject-specific materials that individual teachers might write (along the lines of John Swales' article 'ESP: The Textbook Problem', in The ESP Journal).

3.0 THE PRINCIPLES AND PRACTICE OF COMMUNICATION SKILLS CURRICULUM DESIGN

PAULINE M REA

INTRODUCTION

This lecture and workshop session comprised two main components. In the first part, the following issues were considered:

- An Overview of the ELT Curriculum
    - i. What is the curriculum?
    - ii. What is the communicative curriculum?
    - iii. What is the current practice of curriculum implementation?
- The Communicative Curriculum and the Curriculum Development Process: some criterial features
- The Communication Skills Curriculum in Practice: some data from the Communication Skills Unit, University of Dar es Salaam

PART I

1. An Overview of the ELT Curriculum

Traditionally (Taba 1962, Hamilton 1976, Kelly 1977), the curriculum has four unweighted components:

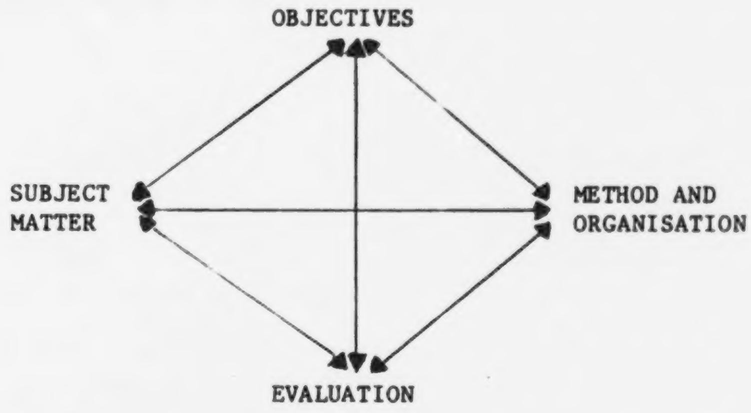


Figure 1: A Conceptual Framework for Curriculum Design - the traditional model

Up until the late seventies, discussion on curriculum and syllabus design used these four characteristics as the central focuses in their designs (Perry 1976, Richterich and Chancerel 1980). Although these four elements are still relevant to current curricula practices, there has been a noticeable shift towards the classification and the weighting of these components. It is useful here to recall where these differences reside.

What distinguishes present models from their earlier counterparts, is a tripartite division between the components of Syllabus, Process and Evaluation, which interrelate as follows:

1. *What* is to be learned, relating to the aims, objectives and inventory of items to be taught and learned, referring to 'objectives' and 'subject matter' in Figure 1. This curriculum 'content' has been identified as the 'syllabus' by Allwright (1982: 1).

2. *How* the content is to be taught and learned, with a focus on methodology, communicative activities and the nature of the learning context.

3. The *evaluation* of the curriculum.

Extending the model suggested by Allwright (1982), the communicative curriculum may be described as follows:

THE 'COMMUNICATIVE' CURRICULUM

SYLLABUS: aims/objectives)
content) to which
) EVALUATION
PROCESS: methodology) is applied
learning context)

Figure 2: A Conceptual Framework for Curriculum Design - a communicative model

Thus the curriculum model introduced here makes reference to three components. In terms of the principles and practice of curriculum design, and using the earlier model of Figure 1 as a referent, we may note that the majority of National Syllabuses, and textbooks appear to focus more predominantly on the content component. In my experience, methodology appears as a lesser consideration, with evaluation largely a neglected component. There are, of course, exceptions. For example, evaluation is a key feature of the Revised Nucleus General Science Teachers'Book (1982) and the project of the King Abdul Aziz University (ELT Handbooks) was equally concerned with all four curriculum components.

In summary, the traditional curriculum framework remains valid but, within the communicative teaching of languages, the focus is now on *how* these components interact emphasising the process of learning and the context within which the teaching and learning takes place (see Breen 1982). Whereas the earlier view concentrated on 'what' is to be learned, an additional question of current concern is: How does/Is learning take(ing) place? Evaluation remains an important feature but relates not only to content considerations but also, rather more importantly, to process-referenced investigations (see Rea 1985, Breen 1985).

2. The Communicative Curriculum: some criterial features

2.1 What Makes a Curriculum Communicative?

The first question to ask is: What makes 'content' communicative? Briefly, and at the risk of oversimplification, it can be said that, in many teaching and learning contexts, content was/is described in terms of language usage (Widdowson 1978), with an emphasis on form and accuracy, ie well-formedness. Source materials, such as dialogues and descriptions, were especially simplified or controlled for language forms and the grammatical system was seen as the major organising principle upon which the curriculum was based. Students entered the content, ie the inventory of items to be learned which had been carefully sequenced and graded according to hypothesis levels of complexity, at the beginning and proceeded in a linear and mostly rigid fashion to the end of the book. Facts about the language, a prerequisite for communcation, were presented and drilled before opportunities were provided for the creative and unguided communicative use of language. Within the context of the communicative curriculum, however, content is defined as the integration of knowledge and skills, interrelating components such as notional and functional categories and their syntactical and morphological realisations, lexis, macro- and enabling skills and so forth. The content, ie the knowledge and skills inventories, is contextualised within text that is judged relevant to students' needs and experience. Content also focuses more on factors such as appropriacy of language use, fluency, and authenticity. Additionally, there is a move away from lockstepped content in favour of flexibility in sequencing, and ways in which students may work through the curriculum. In summary, in contrast with an earlier preoccupation with learning a definable corpus of linguistic knowledge, use of the language systems and language skills to convey specific communicative intentions is emphasised.

Turning to the Process of learning, we recall that the methodology and learning context is student and learning centred, rather than teacher and teaching oriented. Implicit in the communicative curriculum, in contrast with earlier static models, is an emphasis on:

> "i. the process of the learning that takes place; ie there is equal, if not more interest, in 'how' something gets learned, contrasted with 'what' is learned;
>
> ii. the requirement/expectation that learners participate creatively in the learning process;
>
> iii. learner uptake (ie behaviour) as something that cannot be pre-ordained and predicted with any accuracy;
>
> iv. the extent to which different learning activities activate student participation in the communication process."
>
> (Rea 1986)

In terms of the learning context, this may be characterised by: 1. a sharing of responsibility (teacher and learners, and between learners); 2. a high level of student input and involvement through a wide range of communicative activities, with the teacher functioning largely as a faciltator and resource. An additional feature, as emphasised by Breen (1985), is the use of: 3. the 'reality of the classroom'. In other words, that communication appropriate to the classroom is exploited.

Evaluation, a third component in the curriculum, has two main focuses. Firstly, it may function to monitor student progress and achievement; a second perspective will focus more generally on the curriculum itself, with a view to estimating its suitability to meet the demands and needs for which it was initiated. Specifically, evaluation is seen as a component built into the learning context and the learning materials. The emphasis has shifted away from merely evaluating content (the 'what' of the curriculum) to include the evaluation of the learning activities and the context of the learning process (the 'how' of the curriculum) and the opportunities presented to the learners for the development of their communicative abilities.

2.2 The Communicative Curriculum Development Process

The development and evaluation of the curriculum is described below with reference to the work undertaken within the Communication Skills Unit at the University of Dar es Salaam. The steps in the curriculum development process were as follows:

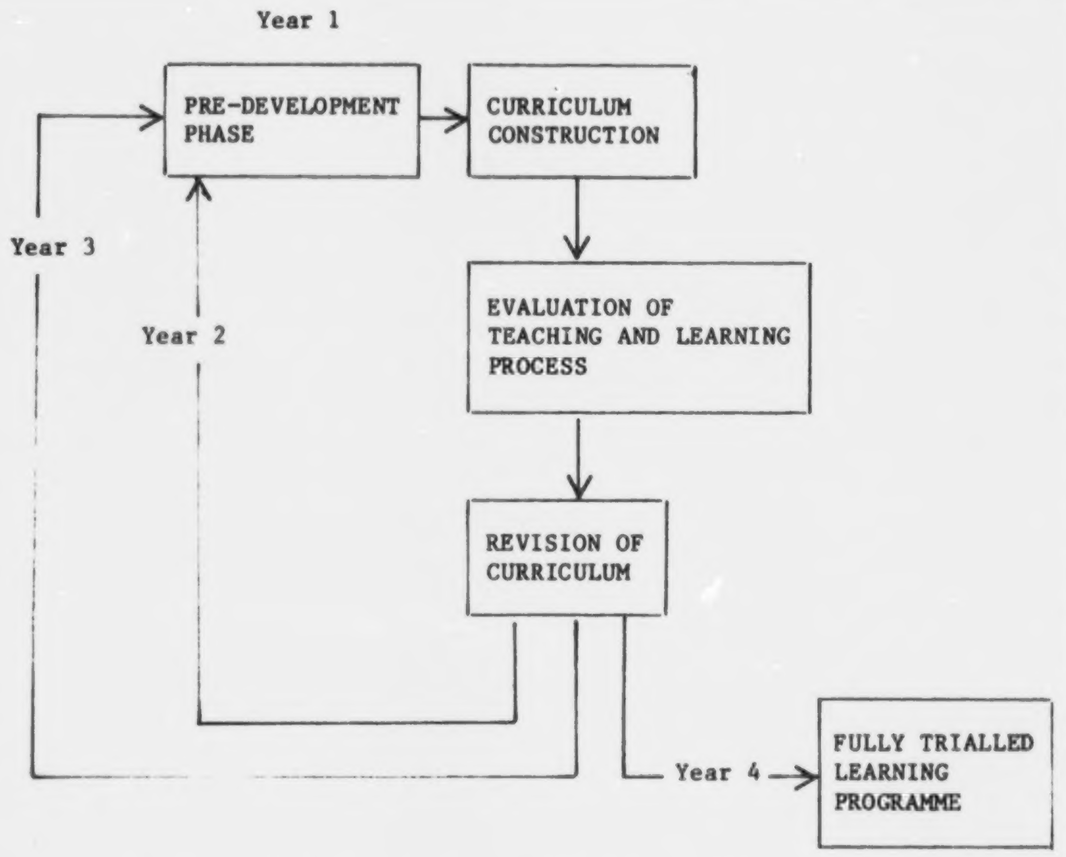


Figure 3: The Curriculum Development Process

The pre-development phase is a period of data gathering as input to the new curriculum. This is followed by the observation and description of the curriculum in use when questions relating to its appropriacy, efficiency and effectiveness are raised. The third phase, which may take place during and/or subsequent to the teaching and learning, involves the revision and modification of the materials. Data gathering may be immediate and concurrent with the process of observing, describing and judging, rather than delayed and retrospective after completion of the course. The number of times this 'observation-description-evaluation' cycle is applied until the production of a 'fully-fledged' course depends on local circumstances to some great extent. Where possible there should be a chain of curriculum development/evaluation cycles.

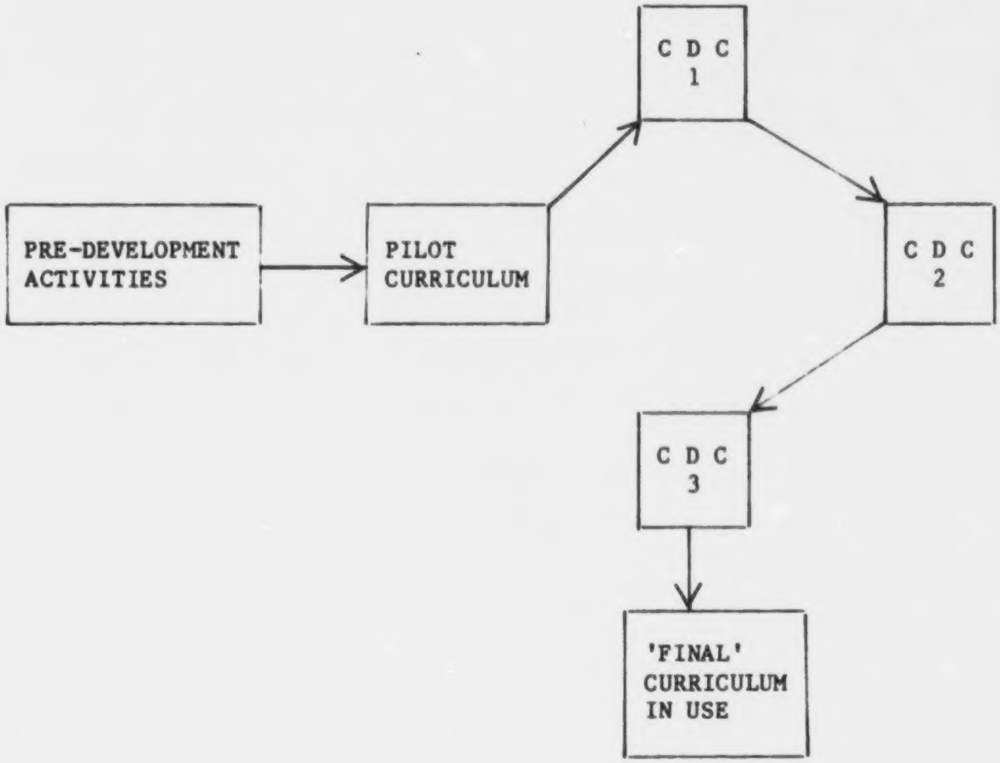


Figure 4: Cycles of Curriculum Evaluation

In Dar es Salaam, this process of curriculum development/evaluation spanned three years and, I believe, a similar time scale was used in the production of the UMESPP and the Reading and Thinking in English materials.

Moving now to an overview of curriculum validation, I have argued elsewhere that this is best seen as a process ranging from theoretical to empirical considerations (Rea 1985).

Theoretical validation is more closely related to the pre-development phase, when assumptions and principles behind the curriculum are made explicit from both a product and a process perspective. These include, for example, one's view of communicative competence, the description of language and the nature of language learning and the management and the process of learning. Empirical validation is concerned with the curriculum in use and the extent to which this matches the construct and principles of design. Specifically, construct validation looks back to the principles underlying the course; process validation focuses on what happens within the classroom environment whilst criterion-related validity looks forward to criteria which may be largely external to the teaching and learning process. For a more detailed discussion of curriculum validation and the data required for this process, see Rea 1985, 1986. A sample set of procedures and sources of data as input to the curriculum evaluation appear as Appendix 1.

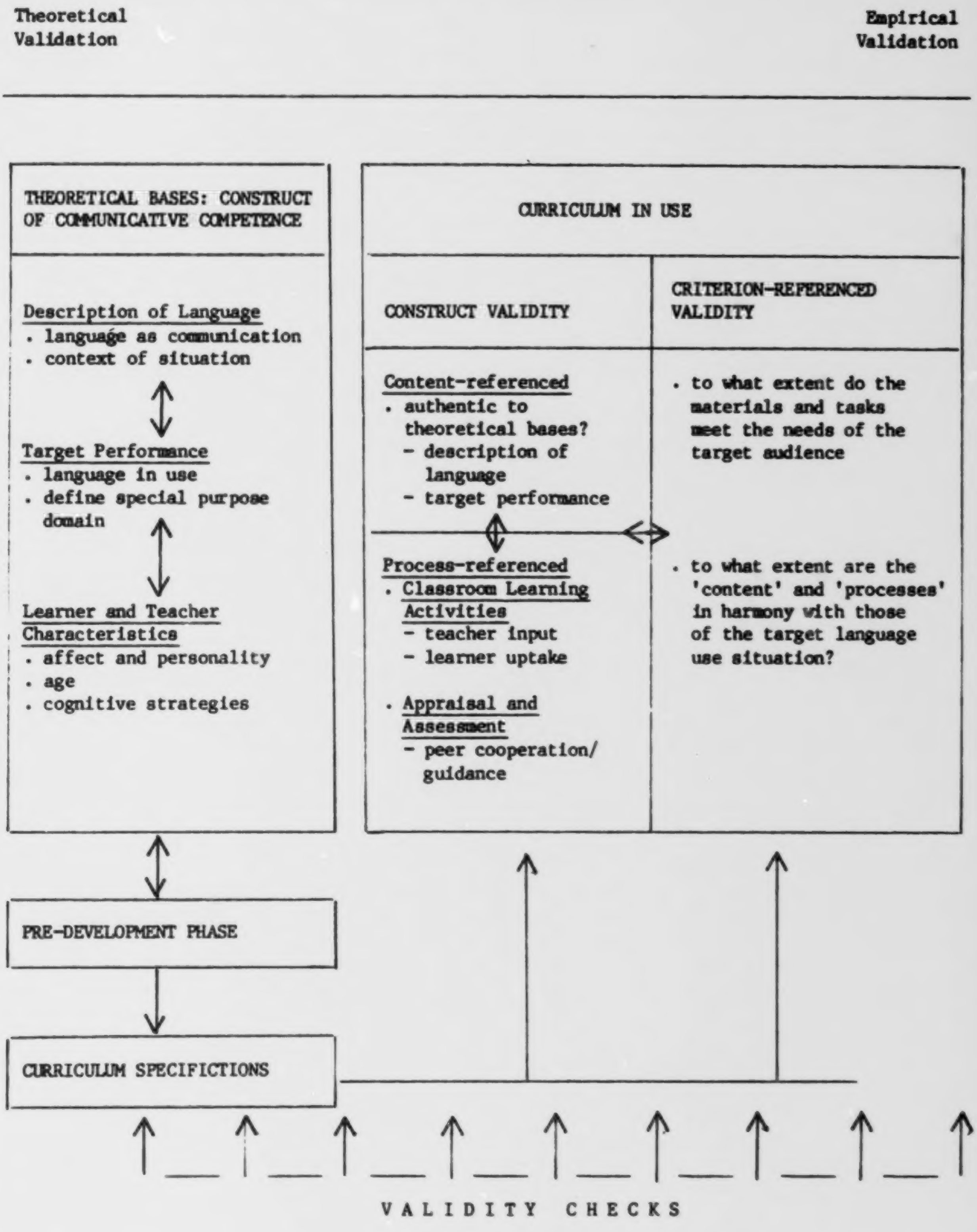

Theoretical Validation
Empirical Validation
THEORETICAL BASES: CONSTRUCT OF COMMUNICATIVE COMPETENCE
Description of Language
. language as communication
. context of situation
Target Performance
. language in use
. define special purpose domain
Learner and Teacher Characteristics
. affect and personality
. age
. cognitive strategies
CURRICULUM IN USE
CONSTRUCT VALIDITY
CRITERION-REFERENCED VALIDITY
Content-referenced
. authentic to theoretical bases?
- description of language
- target performance
Process-referenced
. Classroom Learning Activities
- teacher input
- learner uptake
. Appraisal and Assessment
- peer cooperation/ guidance
. to what extent do the materials and tasks meet the needs of the target audience
. to what extent are the 'content' and 'processes' in harmony with those of the target language use situation?
PRE-DEVELOPMENT PHASE
CURRICULUM SPECIFICTIONS
VALIDITY CHECKS

Figure 5: The Curriculum Validation Process

Turning to the evaluation of student achievement, a distinction is made between formal assessments which classify and rank students and more informal and diagnostically oriented activities the information from which is used as input to the learning process. The evaluation activities which focus on student product, ie global language performance (identified as boxes in Figure 6) are more frequently associated with formal checks on student performance whereas the informal assessments (the circles in Figure 6) will more generally relate to the extent to which learning is taking place, ie with a focus on the acquisition of enabling skills and the process of learning.

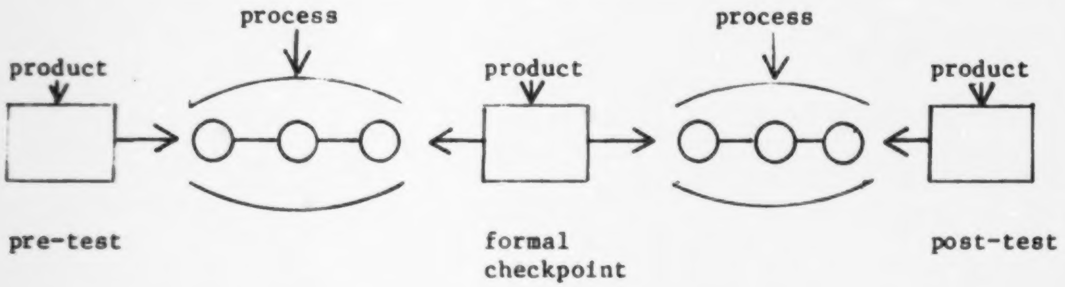


Figure 6: Testing and the Teaching and Learning Process

The different dimensions for the implementation of testing practice for the purposes of teaching and learning can be clarified by asking questions such as the following:

1. WHY test?
2. Whose RESPONSIBILITY?
3. WHAT is tested?
4. HOW do we test?
5. What is the FUNCTION of the tests?
6. What FEEDBACK will there be from the tests?
7. Where are the EVALUATION CRITERIA derived from?
8. How are the RESULTS to be USED?

Answers to these questions will assist in constructing a broad framework for the incorporation of testing activities to evaluate student performance within the context of the classroom (some of these have been discussed in Rea 1984).

3. The Communication Skills Curriculum in Practice: some data from the Communication Skills Unit, University of Dar es Salaam

The examples from the Communication Skills Unit (CSU) Project at the University of Dar es Salaam are intended to give a little flavour of the learning programmes, materials and student activities developed in Dar and an indication of the way in which features of the communicative curriculum were incorporated within the design of learning materials. Features of the evaluation system were presented in the preceding section. The details below relate to syllabus design and materials production.

3.1 Defining Target Performance

Defining the construct of academic communication skills as input to curriculum design involves asking the question 'What are the functions basic to academic communication?' These include, obviously, 'listening to lectures', 'reading textbooks', 'notetaking', 'answering examination questions'. But, to be an adequate basis for syllabus specification, additional data is required which relates to specific skills and strategies that learners require to perform these functions. Figure 7 below shows how a particular group of students' needs were identified with reference to the academic communication skills of 'planning and answering an examination question'. On the left hand side, global skills are listed and these are matched by examples, on the right of that, processes required to achieve these skills.

Example 1: The following example shows how a particular group of students' needs are determined by isolating the skills required to perform a certain activity and then looking further into the process required to achieve each of these skills.

Activity: Answering an examination question.

Question: Compare and contrast the main features of the three approaches to literacy teaching: the 'traditional' approach, the 'functional' approach, and the 'psycho-social' approach. Document your answer with examples from the Tanzanian experience.

(Source: Rea, P M, Communication Skills for Arts and Social Sciences, University of Dar es Salaam, 1983, p 27)

SKILLS REQUIRED TO ANSWER QUESTION	PROCESS REQUIRED TO ACHIEVE EACH SKILL
1. Understand the question	a. Identify key instruction words (eg compare and contrast, document) b. Identify special instructions (eg three approaches, main features, examples from Tanzania) c. Understand English structure (to understand bits of information in the question)
2. Plan the answer	a. Order the points to be presented b. Separate relevant from irrelevant information c. Recognise main vs subsidiary points d. Decide on what supporting evidence to use (eg outline the answer)
3. Write out the answer	a. Knowledge of English structure (to write out bits of information) b. Understand function of paragraphs c. Understand structure and development of paragraphs d. Use logical connectors to relate points (eg therefore, for example, however)

Figure 7: Defining Target Performance - Answering an Examination Question

A breakdown of this nature permits a fairly precise formulation of course objectives, both general and specific, which inform the syllabus (content) component of the language training curriculum.

INTERPRETING ESSAY QUESTIONS

GENERAL OBJECTIVES

i. to provide practice in understanding the requirements of essay questions

ii. to analyse the structure of essay questions

iii. to develop strategies for organising essay answers to fulfil essay title requirements

SPECIFIC OBJECTIVES

i. to recognise key instruction words, eg discuss, evaluate

ii. to identify whether the answer requires facts or opinions

iii. to note any special conditions in essay titles, eg using practical examples

iv. to match appropriate essay outlines with essay titles

v. to draw up outline answers to essay titles (general framework only)

vi. to apply the above principles to a set of practice tasks

Figure 8: Defining Target Performance - Objectives for Interpreting Essay Questions

Figure 8 presents a list of sample objectives for the academic communication skills of 'interpreting essay questions' and those required for the 'comprehension of lecture discourse and notetaking' appear below in Figure 9.

It was shown that this level of detail is minimally required as a satisfactory basis for the design of learning units.

COURSE OBJECTIVES

Understanding Lecture Discourse and Notetaking

GENERAL OBJECTIVES:

i. to introduce students to the way(s) in which information is arranged in speech (and in writing)

ii. to give advice in recognising sections in speaking and in distinguishing main and subsidiary ideas

iii. to present students with suggested techniques for effective notetaking

iv. to provide practice in notetaking from lectures

SPECIFIC OBJECTIVES

i. to introduce students to the function of 'introductions' to lectures

ii. to identify the structure of lectures from their 'introductions'

iii. to identify the structure of information in a lecture:

- function of 'topic'/initial sentences
- signals to introduce main and subsidiary ideas, transitions from one point to the next, etc
- change of pitch, volume, speed of voice
- use of pauses
- prediction of strategies
- techniques of reformulating/rephrasing information presented earlier

iv. to provide practice in recognising how the lecturer divides points into sections

v. to introduce the purpose of 'references' and 'examples' in lectures

vi. to provide practice in notetaking techniques:

- general strategies (purpose of notes, etc)
- recording points briefly
- abbreviations and symbols
- layout of notes: heading, indentations, numbering

vii. to present students with an opportunity to take notes following the information structure of a lecture

- guided practice with skeleton outlines and prompt questions
- notetaking while listening, students record points briefly with clear layout

Figure 9: Defining Target Performance - Objectives for Lecture Comprehension and Notetaking

3.2 Selecting an Appropriate Content Framework

There are at least six alternatives: situational, lexical, study skills, discourse-based or a combination of these. Some of the factors governing the selection of an appropriate curriculum framework include:

i. One's view of communicative competance

ii. An analysis of the types of materials and learning/study activities encountered by the target audience

iii. The level of students' initial and target competence

iv. Logistical constraints imposed by the institution, eg number of students, frequency of teaching hours.

A detailed account of the factors involved in determining the organisational framework of a curriculum is given in North and Rea (1980). Below, I present a brief discussion of three frameworks adopted by the CSU as a result of the factors (i. to iv.) above.

a. A Grammar-Based Programme

Responding to the needs of a small number of students at the University of Dar es Salaam whose grasp of English grammar was considered inadequate for academic study purposes, North developed a largely self-study Intensive Grammar Programme. This course, as described by North (1982), is intended to bring a student's level of English grammar up to the standard required for advanced academic study and thus concentrates on the essential features of English grammar as used in academic writing. It is discourse-based in that the use of grammar in extended texts is emphasised, rather than in isolated examples/sentences, and it uses materials from a variety of academic subjects. Appendix 2 presents an example from North's Intensive Grammar Programme and gives some indication as to how tense selection for academic writing is approached.

b. A Study Skills Orientation

Osbiston and Durkin developed a successful academic study skills programme for students in the Faculty of Engineering at the University of Dar es Salaam. This was a modular programme, with each course unit self-contained and covering most/all of the study skills, strategies, techniques involved in any macro-skill area. The advantage of this framework is that it can accommodate large numbers of students, which invariably necessitates a predominantly lecture style teaching mode, and is usable in situations with large time gaps between classroom sessions, (for example, one hour per week per teaching term). The disadvantages are obvious in that individual study skills are considered in isolation and therefore it is unlikely that attention will effectively be drawn to the commonality of knowledge/skills, and strategy systems. This design may therefore actually inhibit the transfer of skills from one skill/activity area to another.

c. A Discourse Approach

Examples from the Communication Skills Programme for students of the Arts and Social Sciences appear in Appendix 3. The emphasis within this curriculum framework is on students' ability to manipulate language to convey the structure of discourse. The advantages of a discourse-based framework include:

i. a focus towards the generalisability of communication strategies underlying different academic communication skills' activities

ii. the feasibility of ordering strategies in groups so that each one is 'introduced', 'developed' and 'consolidated' at different stages throughout the course

iii. the practicability of practising discourse skills with reference to different study skills, ie listening/reading and writing/speaking. Appendix 3 illustrates this point with comprehension strategies and notetaking techniques relating to a written text in example a. and to an aural (lecture) input in example b.

iv. generates authentic practical learning activities.

The disadvantages of a discourse-based approach are that a more detailed administration is required, and that generous feedback involving sufficient time allocations for student feedback is necessary to effectively develop the component/enabling skills underlying the interpretation and production of discourse. Because of the integrated and interlocking nature of the learning activities, one must guard against rigidity and flexibility.

Appendix 1

A FRAMEWORK FOR FORMATIVE CURRICULUM EVALUATION PROCEDURES

	CONCURRENT PROCEDURES	RETROSPECTIVE PROCEDURES
INTERNAL SOURCES	1. Input from ELT Staff and Curriculum Developer(s)	
	. comment/evaluation forms built into the learning programme . regular reporting via interviews and teaching meetings . matching original curriculum specifications with what is actually taught . observation	. interviews, curriculum revision meetings . analysis and summary of concurrent data inputs . end of course reports
	2. Input from Students	
	. comment/evaluation forms introduced at specific points during the learning programme . observation . monitoring student performance at specific points during the learning programme, on appraisal tasks, coursework assignments, quizzes . self-appraisal . relating aims of learning tasks to the way in which students' classroom participation is affected	. end of course evaluation . monitoring of student performance examination results, over several years . interviews . appraisals
EXTERNAL SOURCES	3. Other Inputs	
	. feedback from subject specialists . observation of student performance	. feedback from subject specialists, external examiners' reports . experimentation to investigate transfer effects from ELT context to target language use situation . comparison of standards in ELT context with those in target language use situation . matching curriculum content specification with target repertoire demands . analysis of student performance over time in target situation; analysis of student output, eg essays, lecture and reading notes

Appendix 2

(Source: S P North 1982, Intensive Grammar Programme. University of Dar es Salaam, CSU. Mimeo)

Exercise 2E

Below you will see some examination questions. In answering these questions would you write a report or a description? THINK carefully about each question, and then WRITE R or D to show your answer.

1. What are the common characteristics of developing countries? ....
2. What factors contributed to an increase in the slave trade in East Africa during the 19th century? ....
3. Describe the pumping action of the heart. Why does blood flow in one direction only? ....
4. Discuss the political background to the construction of the Tanzanian railway. ....
5. Explain how cast iron is manufactured from iron ore. ....
6. Discuss the role of missionaries in the spread of colonialism. ....
7. What is photosynthesis? What conditions are necessary for it to occur? ....
8. Summarise the research which led to the development of the Atomic Theory. ....

The verb forms used in a passage depend upon the function of that passage. Reports are given using past tense, and descriptions are given using present tense. This rule applies whether the main verb is simple, continuous, passive or perfect. For all main verbs, the first word will be present in descriptions and past in reports. The tense used in one paragraph normally remains the same; it is unusual in academic writing to find a mixture of present and past tenses.

USE PRESENT TENSE IN DESCRIPTION
USE PAST TENSE IN REPORT
AVOID MIXING TENSES IN THE SAME PARAGRAPH

In an essay you may sometimes want to change from report to description, or vice versa. For example, you may wish to report the history of banking in Tanzania, and then describe the present banking system. When you change from report to description, or vice versa, it is usually best to begin a new paragraph.

So far we have mentioned two main types of academic writing. However, there is a third type, which is not so common. This is instruction. In science subjects, you may have to read instructions quite often, for example in lab handouts; but most students rarely need to write instructions.

The table below summarises the verb forms found in different types of writing. It gives information about the first work in a verb phrase. Study this table carefully and use it to help you in the next exercise.

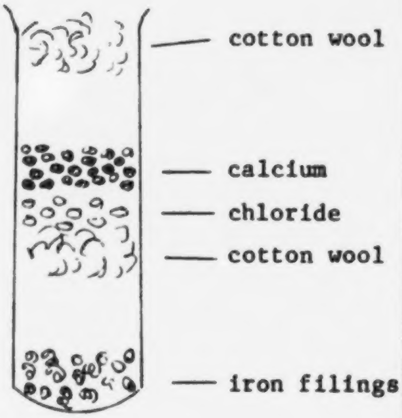
TYPE OF PASSAGE	SUBJECT	VERB ENDING	EXAMPLES
INSTRUCTION	No subject	No ending	stop, be prepared
DESCRIPTION	Plural/You/I Singular	No ending + s	stop, are prepared stops, is prepared
REPORTS	All subjects	+ ed	stopped, was prepared

Notice that the forms of BE are irregular

Exercise 2F

READ the three paragraphs below. IDENTIFY the function of each paragraph and WRITE 'Report', 'Description' or 'Instruction' at the top. The first word of each main verb is given in brackets. WRITE each verb in the correct form on the dotted line.

1. ______________________



(PLACE) .... iron filings in the bottom of a test-tube. (PUSH) .... cotton wool half-way down the tube, and (ADD) .... solid calcium chloride. (FILL) .... the mouth of the tube with some more cotton wool. (LEAVE) .... the tube undisturbed for several weeks.

2. ______________________

Lifumika (BE) .... afraid that Mkwawa (MAY) .... kill him, so he (RUN) .... away. He (BE) .... caught by a German patrol, and the sergeant-major (ORDER) .... the boy to take them to Mkwawa. During the journey they (HEAR) .... a shot, and the boy (SUGGEST) .... that Mkwawa (BE) .... shooting game. When the patrol (REACH) .... Mkwawa's camp, they (NOTICE) .... two figures lying there, apparently asleep; but in fact, Mkwawa (HAVE) .... already shot himself.

1. ______________________

In economic terms, development (MEAN) .... the process whereby the capacity of an economy (BE) .... expanded, so that the gross national product (INCREASE) .... by a significant amount each year, normally by more than 5 per cent. Moreover, such a rate of growth (MUST) .... be sustained over a long period of time. It (BE) .... of little benefit if an economy (GROW) .... by 10 per cent in one year and then (STAGNATE) .... The aim of economic development (BE) .... to sustain a rate of growth in the economy of 5-7 per cent over a long period of time. Such a rate (WILL) .... bring benefits to the economy as a whole.

From: G R Bradley, Economics for East Africa. Cassell, 1979

Appendix 3

(Source of Tasks: Rea P M, Communication Skills for Arts and Social Science University of Dar es Salaam, 1983, Workbook, pp 7, 18, 19, 36; Sourcebook p 3)

Example 2: The following example shows how with a discourse skills-based framework a skill is introduced, developed and consolidated at different points in the course, whereas with a study skills-based framework all skills related to a certain activity (eg notetaking) are presented in a self-contained module.

a. Discourse skills-based framework

The discourse skill - layout of notes - appears in the following sequence in a ten-unit course:

UNIT 1 (title: NOTETAKING), Task 5

These notes have been made from Text 1.1 but they have not been properly organised and it is difficult to understand the structure of the information. Organise these notes in a sensible way using the outline provided underneath the text.

> 5.3.2 Commercl bourg. Asn commnty - 4 strata acc to inc. & status:
> (1) Lge estate/plantn owners, imp. merchants, successfl professnls
> i) v. rich, expensive life style ii) sm. stratum a) low level of econ
> b) econ partly controlled by K and U Asns (2) i) prosp. bssnssman.
> professnls, civil servants ii) managers, executives employd by forgn co's
> ie 'comprador' class mainly Asns (3) i) sm. retailers, eg. tailors,
> shoemakers ii) middle level pub. employees iii) skilled craftsmen
> (4) i) manual wrkrs, eg. carpenters ii) self-employd, eg. repairers,
> potmakers Stratifctn based on inc = most imp. divisn in Asn commnty
> no close study of intra-ethnic stratifctn systems of Asns.

5.3.2 ....

(1) ....

....

)..

)..

a)..

b)..

( ))..

)..

( ))..

)..

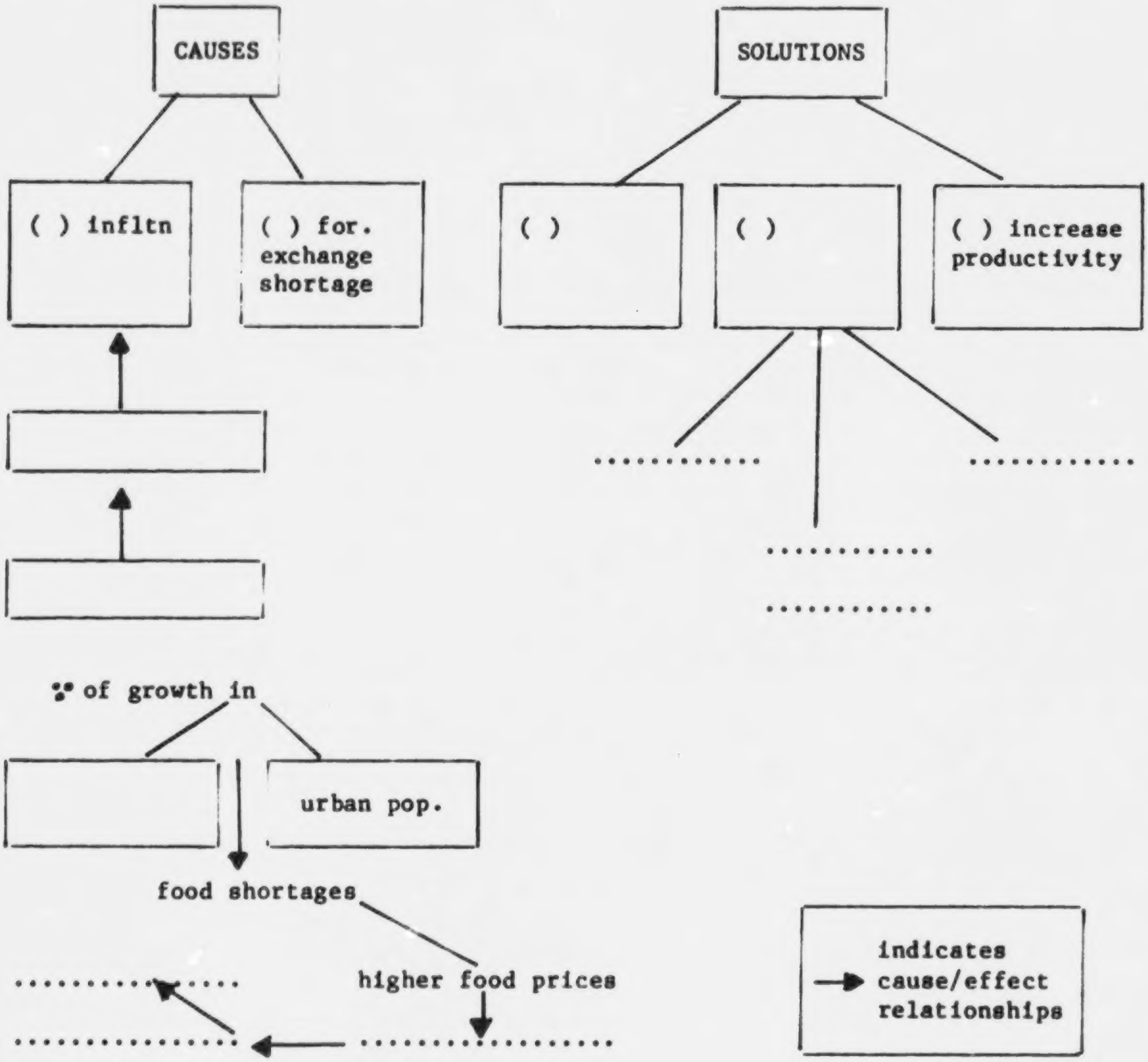
)..

( ))..

)..

Stratifctn ....

TZ's EC CRISIS



Now transfer the information from the tree diagram above to an indented layout, as would normally appear in your notes. Use the same words that were used above.

UNIT 4 (Title: ORGANISATION OF WRITING), Box between Tasks 1 and 2

Notetaking Techniques: Review

1. When you take notes from any written source, your aim is not to produce a condensed textbook or article. Rather, your aim is to produce an ordered and radable set of notes which briefly outline the overall structure of the information presented.

2. The notetaking conventions which help you to convey an accurate record of the writer's main ideas and associated relevant details are as follows:

> i. The topic of each section - this can be one paragraph or a series of paragraphs - is indicated by a heading. This may be capitalised or underlined.
>
> ii. The points (within each section) are indicated by the layout of your notes. These are indented and frequently numbered, or given a letter. As you can see from Worksheet 1, they are written slightly to the right of the heading and listed exactly under each other to show they are of similar importance.

b. Study skills-based framework

A unit focusing on the activity of notetaking would cover all skills involved in the process of notetaking in a self-contained module. These would include:

SPACING
HEADING AND POINTS
INDENTATION
ADDING DETAILS
OMITTING WORDS
SHORTENING WORDS
USING SYMBOLS

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4.0 COMMUNICATION SKILLS COURSES IN BRITAIN FOR AID PROJECT COUNTERPART TRAINEES

R WHITE AND P ROBINSON

INTRODUCTION

Reading has been running a pre-session course for 10 years. It is one of the largest, if not the largest, in Britain. It began in a modest way. It is acknowledged by the University as being an important service to the University.

Initially, funds from the pre-session course enabled one, and two and finally three full-time staff to be appointed. This provided the basis for the Centre.

Work on the pre-session course never fully finishes. Full-time staff are involved in planning, running and reviewing the programme throughout the year, though with an increase in tempo from Easter to the end of September.

The programme has been subject to various influences over the years. One major change has been the extension of the programme so that it now commences after Easter, although the majority of students continue to come in the Summer Vacation Term (we run a 4 term year).

What we propose to do is to look at a pre-session course run for overseas postgraduate students who, in the majority of cases, are aid project trainees. We propose to:

- place the planning, organisation and management of such a programme in the wider framework of curriculum studies
- discuss some of the factors which necessarily influence the decisions which have to be taken when planning such a programme
- review some of the decisions which have been made and the consequences of these decisions
- consider some of the options open to planners and managers of such programmes
- evaluate the outcome of present procedures and
- discuss possible future trends.

PRE-SESSION COURSES AND CURRICULUM PLANNING

> "... the discussions on the language curriculum have gone on without much reference to curriculum theory ... Unfortunately, language pedagogy has not yet made much use of the available collective wisdom in curriculum theory to cope with curriculum decisions in an economical and effective way."
>
> Stern, 1983, p 442

While it would not be true to say that the CALS operation has been based on a curriculum model, what we can say is that

- we are aware of the relevant theories

- we are applying some of the procedures derived from curriculum models

- we are attempting to interpret our own experience through the framework of curriculum theory

- we hope to arrive at a better understanding of what we ourselves are doing

- through such understanding we hope to contribute generally to CD in the field of ELT.

The first approach to CD was motivated by a desire for efficiency, and took as its model an engineering or systems approach in which the sequential operation of a series of procedures would lead to the efficient achievement of identified goals by given means. This classical or systematic approach has been characterised by Ivor Davies (1976) as one which

> "represents an appeal for efficiency. The basic problem is seen to be one of fitting learners to the learning task. In order to do this in as efficient a way as possible, systematic procedures are regarded as essential. Dominating the discussion is the search for 'the one best way ...' Clear, precise objectives, stated in behavioural form capable of observation and measurement, are seen as the essential starting point."

This rational-planning or means-end model contains four elements:

Aims and objectives
Content
Methods
Evaluation

It was originally expounded in its classic form by Tyler (1950) in Basic Principles of Curriculum and Instruction and by Taba (1962) in Curriculum theory: principles and practice.

The philosophy underlying such an approach gave rise to a school of thought in ELT which has focussed on:

- systematic needs analysis

leading to

- pre-specified objectives

from which is derived a

- carefully organised syllabus

Attention is given to

- ordering the constituent parts of the syllabus into an optimal learning sequence

- determining the best way to teach the sequence

- implementing the programme in materials and in the classroom

- evaluating the learners' success.

EAP (and other branches of ESP) have been particularly prone to such an approach because

- the target skills are comparatively easy to identify and specify
- the identity and aspirations of the learners are clear
- the client or sponsoring agency is interested in efficiency and cost-effectiveness
- there's a lot riding on the success of the learner (both personally and institutionally).

The Munby model, which deals essentially with only the first two stages in this curriculum model, provides a systematic set of procedures for pre-specifying the communicative competence or ends.

There are difficulties, however, which this means-end model of CD comes up against:

- real-world constraints may limit the actual implementation of the model
- the definition in advance of an essentially static curriculum means that the curriculum is always out-dated
- ends and means cannot always be clearly divorced
- content and learning experiences cannot always be divorced, either
- a linear sequence is suspect - a recursive, parallel planning model is more realistic
- the model doesn't allow for on-going change and flexibility
- the autonomous nature of teacher and learner is threatened or at least not taken into account.

Indeed, the learner seems to be the last person to be taken into account, even though his/her so-called needs may be investigated in great detail. The learner remains an abstraction. Furthermore, it is the learner who must fit into the sytem - the planned learning experiences leading to the pre-stated goals. The system as defined allows no room for adaptation on the basis of on-going evaluation, since the match between the aims of the curriculum and the learners' performance occurs as a terminal stage.

In CD these and other issues had led to the evolution of alternative models of CD, one of which, the **Process** model places more emphasis on principles of procedure rather than on the pre-specification of behavioural outcomes, while the other, the **Situational** model, assumes that CD is based in the institution and that it begins with an analysis of the situation itself.

What a situational model encourages the curriculum developer to do is to take account of different aspects of the CD process and to see the process as an organic whole, and as Skilbeck says, "to work in a moderately systematic way".

Working in a moderately systematic way is what we attempt to do at CALS. Like Skilbeck, we recognise that CD has to be 'slow, piecemeal and uncertain'. Furthermore, being at the sharp end of such development, we realise that major changes cannot be introduced overnight. Instead, we believe in:

1. Clarifying the specific focus of development or change, eg social language, writing skills, reading skills, project work.

2. Reviewing current practices, perceptions, influences and constraints.

3. Introducing change if it is justified.

It is clear that what must be taken into account in any real-world development process is a number of factors, some of them working in opposition, vis:

Continuity	vs	Change
Stability	vs	Alteration
Central	vs	Individual
Management	vs	Personnel

In a programme which is repeated annually over a ten year period, there will be:

Changes in student from year to year	Students
Changes in personnel	Management Teachers
The desire for change for its own sake	Boredom/Novelty
Resistance to change	Resistance
Changes in student needs	Needs
Changes in content	Content
Developments in methodology	Methodology

Thus, the situation itself alters from year to year, even though physically the location is much the same, administratively and operationally the institution remains essentially similar from year to year, and the identity and general requirements of the main clients (the British Council and ODA) remain the same.

In particular, the characteristics of the student population changes from year to year, and with it there are changes in students'

- nationalities
- cultural backgrounds
- level of sophistication
- competence
- needs
- expectations and wants

And then there are changes in staff from year to year because by its very nature, the annual programme is staffed mostly by temporary teachers who work on the course for one summer only. This means that, although a basic level of teacher competence and experience must be taken for granted, there are different

- teaching backgrounds
- teaching competences
- perceptions of the course
- personalities
- commitments

Thus, the design model for the course has to take account of the fact that each year there will be

- a new and unknown student population
- a mixed teaching population: some teachers who return, others who are with us for the first time
- alterations in the needs to be met and standards to be reached

What the planners and organisers of the programme have to work within is a frame of reference which will simultaneously ensure continuity from the past with evolution for a future which is upon them before the planning can take new factors fully into account. This means, therefore, that within the structure and systems of the course design, there must be sufficient adaptability to

- cope with a variety of unpredicted needs
- handle a range of student abilities and backgrounds
- operate effectively with a largely unknown group of teachers

These constraints have led us to reject a purely linear means-end model of development, since the ideal conditions assumed by such a model simply don't exist. Furthermore, the simultaneous operation of several elements is essential to maintain both the stability and viability of the system. It isn't possible to wait until the last week of the programme to operate an evaluation system. Monitoring must be on-going. At the same time, summative evaluation will point to revisions within components of the system for the next time round - which will be in a year's time.

In order to provide something approaching 'hands on' experience of what is involved in managing such an operation, we will begin with a group activity which focuses on the **students**, since it is largely on them that decisions have to be made and operated on at comparatively short notice.

FACTORS WHICH HAVE TO BE TAKEN INTO ACCOUNT WHEN PLANNING THE READING PRE-SESSION COURSE

Individual needs	Group needs
Subject specific	General
Social	Academic
Fluency	Accuracy
Language	Culture
Teaching	Learning
Teacher's view of T/L	Students' views of TL
Managerial simplicity	Need for change, innovation
Total management control	Teacher initiative

Individual Needs

Students are generally mature adults, often with a clear sense of their own needs and each with individual preferences in teaching, content, etc.

Group Needs

Numbers are large, so group solutions to problems must be found simply to ease management of the programme.

Subject Specific Needs

Most students are here in order to pursue a specific academic subject at Master's or PhD level. They often - though not always - have a clear idea of what is involved and they may well be unwilling to deal with other subject matter not directly related to their own discipline.

Topic is thus usually all-important to students. They may not recognise that skill, functions, etc, may also be important and that relevant skills may be effectively practised through topics other than their own. Most students want to start as soon as possible on work in 'my subject', even though their present linguistic level may be very low.

General

With 150 students, there maybe 100 different disciplines represented. Not all of these can be catered for in class. Hence we are motivated to look for the general. In addition, we believe that many of the students' needs **are** general academic, eg general academic writing (and **not** subject specific lexicon), general academic reading strategies, general academic study skills.

Social

Students are going to be living in the UK for at least a year. They need to be able to 'win friends and influence people', and so they need social skills. Often, they want them as well, so they want to improve their speaking and listening through social language activities.

Academic

The reason students are in this country is to undertake further academic study. Many of them see that as their prime or only need.

Fluency

Students must function **soon** (by early October) in their specialist departments. Complete accuracy may be a luxury; at least students must understand the gist of what they are exposed to, convey their intentions more or less successfully, etc.

Accuracy

Accuracy is important:

- to decode the main part of a lecture
- to convey one's meaning and intention precisely in a piece of academic writing
- to satisfy (some) subject specialist tutors' expectations

Language

Students need to improve their control of the language.

Culture

They also need to adapt themselves to the surrounding culture in which they will, of necessity, be living and interacting for at least a year. They must also accommodate themselves to the academic culture of the UK. Thus, non-linguistic information about the culture of the UK university system and non-academic world must be made available.

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Teaching: Teachers' and Students' Views

Many students expect the teacher to be very up-front, providing the initiative in the classroom (and outside it as well to some extent). We must to some extent meet their expectations, especially at first, while gradually helping them to take responsibility for their own learning.

The mornings have a fairly high taught input, with teacher direction being fairly high.

Learning

We should try to meet the students' own learning styles, though at the same time help them to adjust to the learning styles required of them in the UK (if these are in fact different for them).

Afternoons depend more on the students' initiative and require them to help themselves.

Managerial Convenience

It is easier to administer a programme which has been completely fixed in advance, with full provision of aims, content and materials. In particular, the annual repetition of the same programme greatly simplifies planning and management.

Need for Change, Innovation

In fact, no annually repeated teaching programme is going to remain static, if only because of the changing identify of students and teachers. There is also a felt need for change and innovation, partly because of the desire for novelty, partly because monitoring the progress of the course each year reveals the need for change, and partly because innovation is considered to be professionally respectable (indeed, necessary) in an institution such as CALS.

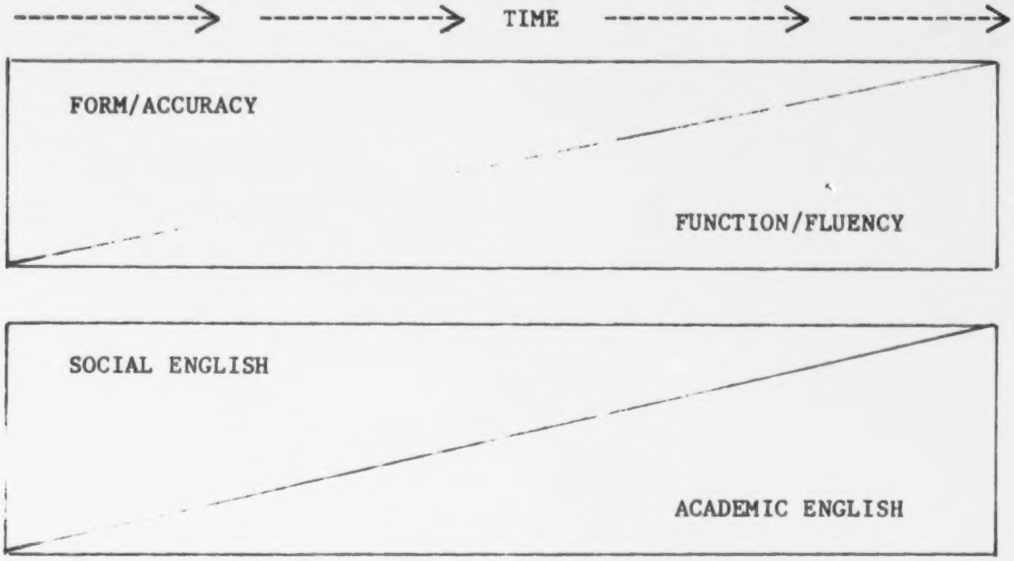
Total Management Control

Because management is involved with the course well in advance, and since the teachers and students are temporary participants in the programme, management necessarily has to make decisions without negotiation with incoming clients and personnel. This can lead to a very management centred view of the course, and to the expectation that the course director will asume full responsibility not only for planning but also for on-going decision-making. It could also lead to some resistance or resentment on the part of teachers if management is seen to be too dominant.

Teacher Initiative

To share management and decision-making and to encourage teacher initiative, some form of teacher involvement is essential. This can include asking teachers to choose or even prepare teaching material and to devise their own methodology on a broad front, to asking teachers to assume some responsibility for more limited sections of the programme. Weekly staff meetings are seen to be an important way of involving teachers as a team and to eliciting input from them. Project work also calls upon teacher initiative and enterprise.

Proportional Syllabus



CENTRE FOR APPLIED LANGUAGE STUDIES: UNIVERSITY OF READING
PRE-SESSIONAL ENGLISH COURSE: FINAL PROJECT

For this final project, the student undertakes a minor piece of 'research' relating directly to his subject. The topic will be appropriate to the course or research work which the student is about to take up and the work will involve many of the features of formal academic work.

There are approximately 12 working afternoons for the work to be completed, though many students - the good ones! - will put in much more work than that. The culmination of the project is the handing in of a 'perfect' write-up, and then a two-day class conference at which each student makes an oral presentation of his work, and submits to questioning by his peers. The write-up will be returned to the student, who may then wish to show it to his supervisor.

The project content should include:

a. a clear statement of an important and problematic area in the student's field, perhaps relating to his own country or even to his own work;

b. a brief survey of the literature - books and articles - dealing with the problem;

c. an original contribution: in some cases this might be the description and results of an experiment done here, but will generally be a detailed proposed solution for the problem outlined in a.;

d. implications and conclusions;

e. a full bibliography written in precisely the correct format (taking a particular journal's style as a model).

After the initial vetting of students' proposals, the role of the teacher will be that of language consultant. I suggest that the teachers tell students to meet them at certain specified times in the regular classrooms if they have any language problems relating to the project or to any other aspect of academic study, eg 2.30 pm. If no student arrives within the twenty minutes, the teacher will be free. The teacher might like to give individual students particular time-slots, and could also use these afternoon periods to help weaker students with special difficulties.

I propose the following steps for the project:

a. Explanation of the project. Students think of a suitable project.

b. Students present a written statement of the problem to the teacher, plus two or three relevant references from our library showing that we do have the resources for them to be able to deal with the topic. Teacher vets: work proposed should not be excessive in scope but not too limited, and should allow for originality at points c. and d.

c. If OK, students discuss proposals with supervisor/relevant department at Reading. (DP will organise appointments.)

d. Library work for literature survey. (4 or 5 afternoons.)

e. Very careful write-up. (NB not copying.)

f. First presentation to the teacher, who checks English, refs etc.

g. Rewrite in perfect form, and hand in by about 19 September.

h. Prepare for oral presentation of the work done in 'conference' 20 and 22 September.

i. Conference: 23/26 September.

PROJECT TOPICS

Actual topics of projects written by pre-sessional students specialising in agriculture, including crop protection.

1. The main fungal plant pathogens in the UK.

2. Diseases affecting the main cereal and root crops in the UK.

3. Cultivation practices for barley.

4. Assessment of suitability of crops under different soil and climatic conditions.

5. The effects of long-term fertiliser application in UK agriculture.

6. The importance of beef and dairy farming in UK agriculture.

7. Insect pests affecting British cereals.

8. The importance of forestry in the UK.

9. Barley pests and their control.

10. Vegetable growing in the UK.

11. Field crops in Britain.

12. Cultivation of wheat in Britain.

13. Disease/insects affecting tomatoes.

14. Potato production as a staple food crop.

15. Effects of temperature, light and solar radiation on cereal crops.

THE ORGANISATION OF THE CALS PRE-SESSIONAL COURSE

The day is divided into three parts, (see Appendix 2) with a different focus in each. During the day and during the three months the proportional relationship between:

Social	and	Academic
General	and	Specific
Accuracy	and	Fluency

varies. Students are in different groups for each part of the day. In the morning they are divided according to ability in the oral skills and the written skills; in the afternoon according to their specialist interest.

The timetable and materials (see Appendix 1): An indication is given to the teachers of the proportion of time which should be devoted to any topic or activity, but the teacher can select the actual day or time in the week when this is done. For each component (oral skills, written skills, project work) there is a core of prescribed materials. In addition there are innumerable additional materials which are used to provide additional practice at higher or lower levels than the core, or on more specialist subject matter.

The organisation and administration (see Appendices 3, 4, 5): The CALS pre-sessional course is run by two CALS permanent members of staff. They meet at regular intervals throughout the year to plan the course. While the course is in progress one member of staff is occupied with it more or less full time. CALS permanent secretarial and administrative staff help throughout the year, but in the summer a temporary full-time administrator is appointed. In addition a temporary social and welfare officer are appointed (generally Reading University postgraduate students), who live in the hall of residence with the pre-sessional course students. The teachers and lab supervisors are also temporary employees.

Numbers: The 'pre-study' course, ie an earlier pre-sessional course, aimed at students who need up to six months of English, normally has about 20 students. The pre-sessional course proper in July, August and September has eventually about 130 students by September. Classes generally have no more than 10-12 or 13 students in them.

Appendix 1

Centre for Applied Language Studies: Timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
0915-1000	Social Interaction	Listening comprehension in the language lab	Social interaction	Listening comprehension in the language lab	Lecturette	
1000-1045	Grammar or pronunciation work	Student talks	Grammar or pronunciation work	Student talks	Roundup	
			COFFEE BREAK			
1115-1200	Reading and writing	Reading and writing	Vocabulary development	Reading and writing	Reading and writing	
1200-1245	↓	↓	↓	↓	↓	
			LUNCH			
1400-1600	Project work	Project work		Project work	Project work	

Appendix 2

TIME	SKILL	SOCIAL/ ACADEMIC	GENERAL/ SPECIFIC	ACCURACY/ FLUENCY
0900-1045	Listening and speaking	Social	General	Accuracy
		Social and academic	General	Accuracy and fluency
		Academic	General and specific	
1115-1245	Reading and writing	Academic	General	Accuracy
			General	Accuracy
			General and specific	Accuracy and fluency
1400-1600	Study skills (project)		General	Fluency
			General and specific	Accuracy and fluency
			Specific	Fluency

Appendix 3

The Organisation

Directors

Secretarial and Administrative Staff

Administrator

Teachers

Laboratory Supervisors

Social Officer, Welfare Officer

Appendix 4

The Pre-Sessional Course and CALS

- CALS
  - teaching language
    - university, non-university
  - teaching teachers
    - university: MA, Diploma
    - non-university: other courses
  - research

- Pre-sessional course
  - provides a university service
  - provides a teaching experience for CALS staff - direct; observed
  - provides a testing bed for materials
    - research
    - tests
  - provides income

Appendix 5

The Role of the Pre-Sessional Course within the University

- necessary language skills
  - academic
  - social
- back-up later on
- orientation to the British University system
  - to UK life
- registration - police
  - health centre
  - university course

5.0 BASIC LEVEL LANGUAGE PROFICIENCY TESTING

CLIVE BRUTON AND PETER HARGREAVES

The session was divided into two parts - an introductory part for all participants and a workshop part in which participants opted - in about equal numbers - for either testing oral skills or testing reading skills.

Test Design Overview

In the introductory part of the session participants were presented with an outline of the test design process (Figure 1). This is intended to provide a context for those whose work involves different aspects of testing or who are in the position of leading or participating in a project with a testing/evaluation component. The initial steps in the process were illustrated with various examples: target description with the proposed English language levels for the Indonesian Civil Service and the skills matrix for Petromin (Saudi Arabia) staff; specifications with an outline of the TEC General and Communication Skills (G and CS) Scheme. Some of the later steps were illustrated with specific reference to either testing oral skills or testing/reading skills.

Testing Oral Skills

Prior to the groupwork tasks, a number of basic/preliminary level oral tests were discussed and some of these illustrated with audio or video taped material, eg the ARELS Examination Trust (AET) Preliminary Level, the UCLES Preliminary English Test (PET) and the RSA Communicative Use of English as a Foreign Language (CUEFL), Basic Level. From abroad - and, more particularly, a developing country setting - the three oral subtests of the Sri Lanka NCE (National Certificate in English), provided an interesting and highly relevant focus for discussion.

For groupwork participants were given a choice of two tasks - one involving a number of the steps in the design process (Task One), the other more concerned with management issues that might apply to any testing project regardless of the particular skills focus (Task Two). Of the three group formed two chose to do Task One, the other Task Two.

TASK ONE: ORAL TEST DESIGN

1. Choose one of the English Language Grading levels proposed for the Indonesian Civil Service.

2. Draw up outline specifications for that level.

3. Write one or more tasks/items deriving from the specifications and say what is/are being tested.

TASK TWO: ORAL TEST PROJECT

You are part of a project team in a developing country which has the job of introducing the oral component of a new job-related proficiency test for level personnel. You have a deadline of two years and a budget of £20,000 to get the test fully operational. Below are your options for resources and associated timescales.

Decide on a group plan of action - what stages you will include/omit and what resources you will use - and be prepared to justify your decisions, bearing in mind your professional concerns for the quality of the test, backwash effect, practicality, as well as developmental objectives etc.

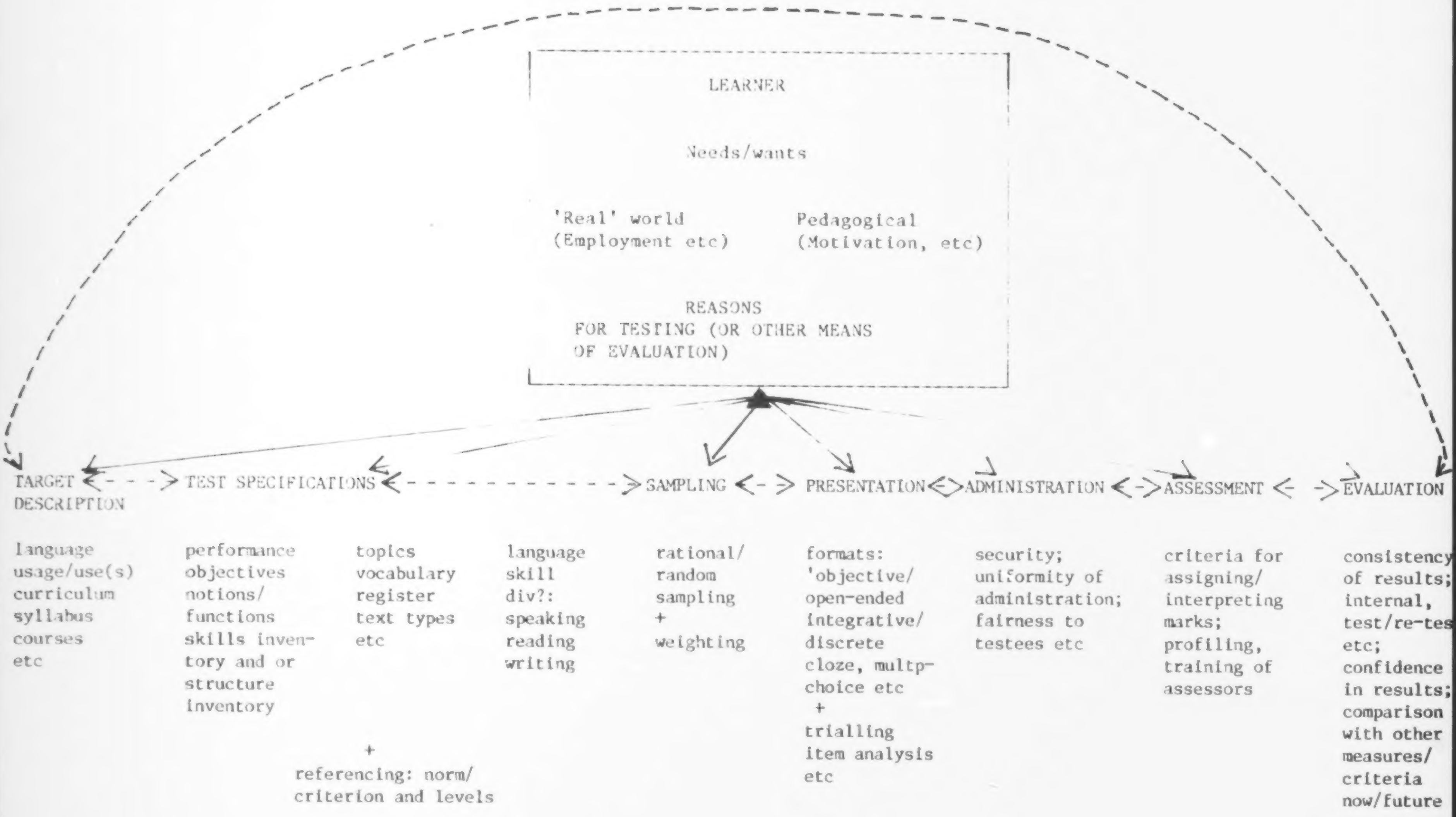

LEARNER
Needs/wants
'Real' world (Employment etc)
Pedagogical (Motivation, etc)
REASONS FOR TESTING (OR OTHER MEANS OF EVALUATION)
TARGET DESCRIPTION
TEST SPECIFICATIONS
SAMPLING
PRESENTATION
ADMINISTRATION
ASSESSMENT
EVALUATION
language usage/use(s) curriculum syllabus courses etc
performance objectives notions/ functions skills inventory and or structure inventory
topics vocabulary register text types etc
language skill div?: speaking reading writing
+ referencing: norm/ criterion and levels
rational/ random sampling + weighting
formats: 'objective/ open-ended integrative/ discrete cloze, multp-choice etc + trialling item analysis etc
security; uniformity of administration; fairness to testees etc
criteria for assigning/ interpreting marks; profiling, training of assessors
consistency of results; internal, test/re-tes etc; confidence in results; comparison with other measures/ criteria now/future

Figure 1: Outline of Test Design Process

	By specialists		By local personnel (teachers etc) in need of training		By use of equipment (tape etc)	
	Cost	Time	Cost	Time	Cost	Time
1. DESIGN						
Needs Analysis	£ 5,000	3 mths	£ 2,000	6 mths		
Target Description	£ 2,000	1 mth	£ 1,000	3 mths		
Content Specifications	£ 3,000	2 mths	£ 1,000	3 mths		
2. PRODUCTION						
Sampling/Item Writing	£ 2,000	2 mths	£ 1,000	3 mths		
Moderating/Revising	£ 3,000	2 mths	£ 1 000	3 mths		
3. OPERATION						
Trialling/Procedures for administration	£10,000	6 mths	£10,000	12 mths	£5,000	9 mths
4. EVALUATION						
Item analysis etc	£ 5,000	3 mths	N/A		£7,000	1 mth

(NB: The above is just a selection of possible steps.)

Testing Reading Skills

This session began with a discussion of the enabling skills that go to make up the ability to understand written English for reading textbooks and other sources of information both intensively and extensively. Some attempt was made to organise the skills identified hierarchically. Comparison was made with the enabling skills specified by the Associated Examining Board (AEB) for their Test of English for Educational Purposes (TEEP) and with the specifications laid down for the RSA CUEFL examinations on reading.

For groupwork participants were given a number of published reading tests (prepared by, for example, the Joint Matriculation Board (JMB), the British Council (for the Foundation Certificate, the Oxford Delegacy, the RSA) and asked to determine the skill or skills being examined, to consider the format employed to test the skill (eg multi-choice, cloze, selective deletion, short answer) and to make a critical evaluation of the tests.

The groups then came together to report back. In the first part of the session each group selected a lower order and a higher order skill, chose suitable texts and prepared test items using a variety of formats. These were then passed to the other groups for discussion and evaluation.

6.0 KELT IN ODA COUNTRY AID PROGRAMMES

BERYL STEELE, ODA EDUCATION ADVISER (AFRICA DIVISION)

INTRODUCTORY COMMENT

The purpose of the following is to draw on my own recent experience of KELT (since the scheme has been funded by ODA Geographical Departments) in order to make some points about how it seems to be fitting in to ODA country aid programmes.

Last year my colleague Peter Scopes spoke to a similar group at Dunford about ODA policy for ELT Aid, the main point of which was that a country approach is now preferred to a functional scheme. This year I shall not speak about ODA ELT policy so much as about ODA operational principles and practices now that the country approach is in operation. And I shall talk about specific examples of KELT projects devised and/or approved under the aegis of Africa Division and suggest tentative conclusions about trends for the future.

Examples given are ones I know; no attempt will be made to be comprehensive or conclusive.

SOME POINTS ABOUT COUNTRY AID PROGRAMMES

The ODA now takes a country specific approach embodied in ODA Country Review Papers for bilateral aid programmes. This approach includes four key points with respect to country aid:

1. Selectivity
2. Conditionality
3. Dialogue with recipient countries' authorities
4. Relationship with other donors

ODA priority is now given to manpower and training aid; this is designed to improve a country's own programmes of human resource development and public service management.

Following on from above there is an emphasis on institution building.

The approach to aid being developed is multidisciplinary in nature.

The above emphasis is subject to a 'Projectising' or 'Packaging' delivery with specific objectives and timescales. This includes the need for monitoring and evaluation.

ELT AS PART OF BRITISH ASSISTANCE TO COUNTRY EDUCATIONAL SYSTEMS

Aid to country education systems emphasises the following areas; pre-service/in-service teacher education; examinations and syllabus reform; course design; materials writing and testing.

Increasingly KELT and other ELT posts form components of multidisciplinary projects - examples of this are to be found in Kenya, Ghana, Uganda and Southern Sudan. ESP programmes are being developed for students of other subjects, for example in Tanzania and Cameroon. The latter country also indicates a trend in teacher training towards teachers of 'English in Other Subjects', KELT is also being used as an input to a capital aid textbook project in Sierra Leone.

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ELT OUTSIDE EDUCATIONAL SYSTEMS

This is exemplified in the Presidency's ELTC for civil servants and parastatal managers in Cameroon. Another example of aid to non-governmental institutions is the Dakar Marine ESP project in Senegal.

WIDER VIEW OF KELT/ELT CONTRIBUTIONS IN COUNTRY PROGRAMMES

This goes beyond specific help to schools, colleges and universities but takes a wider view of general needs for English proficiency, of how ELT assistance fits with the priority needs of a given country's productive labour market, of how it fits with the pre-training needs of engineers, agriculturalists, those involved with capital aid projects etc.

This approach seeks to mesh KELT project input with country aid programme priorities - either through helping to build a key training institution or to service a project in another discipline, to improve the language proficiency of school leavers to meet labour market needs, or to enable students to learn mathematics, science or technical subjects more easily.

This view enables a degree of flexibility and wider opportunity that comes from thinking of ELT as a component in a country aid programme and not as a separate endeavour.

APPENDICES

The appendices serve to exemplify the comments made above:

1. Project memorandum: English Language Teaching Centre, Cameroon
2. Project memorandum: Primary Curriculum Reform and Teacher Education in Kenya.

PROJECT MEMORANDUM: ENGLISH LANGUAGE TEACHING CENTRE, CAMEROON

This draft was drawn up by the British Council Representative and the ODA Education Adviser following discussion in the Presidency with the Secretary-General and the Charge de Mission concerned.

BRITISH TECHNICAL COOPERATION WITH THE REPUBLIC OF CAMEROON

1. **Project Title**: Support for the Presidency's English Language Teaching Centre:

2. **Aims and Objectives**

2.1 The aim of this British technical cooperation project is to assist the Government of Cameroon to:

2.1.1 provide effective, professionally designed courses which will give a working knowledge of spoken and written English to francophone Cameroonian senior and middle level civil servants, and to those civil servants in the lower ranks whose duties require them to communicate with the public in English;

2.1.2 later to provide similar courses to managers and other levels of staff in the parastatal organisations; these courses will require an element of English for Specific Purposes.

2.2 The project is also a contribution to the Cameroon Government's policy of bilingualism and of harmonisation of the nation's francophone and anglophone communities.

2.3 In pursuit of this aim, the following objectives have been set:

2.3.1 to provide a British specialist in teaching English as a foreign language as Director of the Centre, answerable to the Project Coordinator who will be a senior Cameroonian civil servant;

2.3.2 to provide a British Conseiller Pedagogique who will assist with test and course design, course materials, and the training of Cameroonian teachers for the Centre;

2.3.3 to provide training awards for Cameroonian counterparts and teachers, as detailed in 5.2 below.

3. Project Description

3.1 The Presidency of Cameroon will establish, within easy reach of the central Government Ministries in Yaounde, a Centre for teaching English appropriate to the needs of groups of Cameroonian civil servants working in a bilingual context, and later for similar groups of parastatal managers and staff. It is also planned to extend the services of the Centre to all the francophone provinces in due course.

3.2 In order to ensure the professional quality of the courses and of the teaching and testing, Britain is asked to provide the first Director and Conseiller Pedagogique under its Key English Language Teaching programme (KELT), funded by the Overseas Development Administration and managed by the British Council; to provide training for the Cameroonian staff of the Centre; and to give back-up support in the form of books and some items of reprographic and teaching equipment.

3.3 The project will be supported by Britain in the way indicated above and detailed below over a period of four years commencing 1 April 1986, although it is anticipated that the Centre Director and Conseiller Pedagogique will be in post before that.

4. Provisions made by the Government of Cameroon

4.1 A suitable building has been made available in Yaounde for the Centre, and plans are in hand to furnish it.

4.2 A senior Cameroonian civil servant will soon be appointed Project Coordinator, reporting direct to the Secretary-General of the Presidency.

4.3 Four full-time Cameroonian teachers will be appointed to the Centre after the arrival of the Centre Director who will assist in the selection.

4.4 Over the four years from 1 April 1986 up to twelve additional full-time Cameroonian teachers will be appointed to the Centre.

4.5 Before the arrival of the Centre Director, a Cameroonian Registrar, Director's Secretary and supporting staff will be appointed to the Centre.

4.6 After the arrival of the Centre Director counterparts will be appointed for the posts of Director and Conseiller Pedagogique.

5. British Contributions

5.1 Manpower Aid

5.1.1 One Director KELT post for up to 4 years;

5.1.2 One Conseiller Pedagogique KELT post for up to 4 years (see 8.1-8..7 for job descriptions).

5.2 Technical Cooperation Training Awards

1986/87:	One award (3-9 months) for Director's counterpart Up to 4 awards (9 months) for Centre teachers.
1987-88:	One award (3-9 months) for Conseiller Pedagogique counterpart Up to 4 awards (9 months) for Centre teachers
1988/89) 1989/90)	Up to 4 awards (9 months) for Centre teachers

5.3 Book Presentations

£5,000 worth of books/software per annum for four years commencing in 1986/87 will be given to the Centre from the Overseas Development Administration's Book Presentation Programme for Cameroon through the British Council.

5.4 Equipment

Reprographic and teaching equipment will be donated by the Overseas Development Administration through the British Council in support of the Centre's work, eg a plain paper copier, cassette recorders etc, subject to the availability of funds.

6. Terms Governing the Provision of the British Specialists

6.1 The British Council, on behalf of the Overseas Development Administration, will endeavour to select the two British Specialists and submit their papers for consideration by the Presidency by January 1986.

6.2 The Specialists' posting to Cameroon, will be governed by the Technical Cooperation Agreement currently in force between the Governments of the Republic of Cameroon and the United Kingdom, which includes among its clauses provision by the Government of Cameroon of:

6.2.1 suitable furnished housing;
6.2.2 local transport for official purposes
6.2.3 duty free entry of personal effects
6.2.4 exemption from local taxes
6.2.5 indemnity

6.3 A document detailing the precise financial responsiblities of the two Specialists in relation to the Centre will be agreed between the Presidency and the British Council before recruitment boards are held.

6.4 By the end of the fourth year of the British contribution to the Presidency's project the Cameroonian counterparts will have taken over the posts of Centre Director and Conseiller Pedagogique.

7. Arrangements for Monitoring

7.1 The Centre Director will submit a written report to the Project Coordinator in the Presidency and the British Council Representative at the end of each term.

7.2 The British Council Representative will discuss the Centre Director's reports with the Presidency's Project Coordinator and send them with comments to the Eastern and Western Africa Department of the Overseas Development Administration and the English Language Management Department of the British Council.

7.3 Once every two years visits will be made by a member of the British Council's English Language Services Department to assess the effectiveness of the British contribution to the Centre.

7.4 In addition the Education Adviser and Officials of the ODA Eastern and Western Africa Department will include the President's Centre in their programmes when they visit Cameroon.

8. **Job Descriptions for the British Specialists** (Note for 'he' read 'he or she' throughout).

8.1 Director of the Presidency's English Language Teaching Centre

8.1.1 The KELT Director will report to the Project Coordinator on all matters concerning the Centre, and to the British Council Representative on all matters concerning British contributions to the Centre.

8.1.2 He will be responsible to the Project Coordinator in the Presidency for the design and teaching of courses, the training of staff, the development of materials, and other pedagogic matters, with the assistance of the Conseiller Pedagogique.

8.1.3 He will assist the Project Coordinator to select Cameroonian teachers and counterparts for the Centre.

8.1.4 He will also be responsible for the day to day running of the Centre, including the authorisation of the purchase of routine materials, the maintenance and judicious use of equipment, the upkeep of the premises, the management of all Centre staff, monitoring staff and student performance, and advising on any unforeseen requirements for the Centre.

8.1.5 He will also teach up to a maximum of four hours per week.

8.1.6 He will be required to submit termly reports to the Project Coordinator in the Presidency and the British Council Representative.

8.2 Conseiller Pedagogique

8.2.1 The Conseiller Pedagogique will assist the Director in work relating to:

- designing and implementing level tests
- course design
- selecting, writing, adapting and trialling course materials
- training Centre teachers in methodology and the use of course materials.

8.2.2 He will also teach up to a maximum of four hours per week.

PROJECT MEMORANDUM

1. **Project Title** Primary Curriculum Reform and Teacher Education in Kenya

2. **Funding**

Up to £2.85 millions from Technical Cooperation over the four years commencing 1 April 1986.

3. **Aims and Objectives**

3.1 The aim of this four-year project is to assist the Kenya Ministry of Education to:

a. implement the new primary curriculum, designed to make primary education more practical and relevant for the majority of pupils for whom it is terminal rather than a stepping stone to secondary education;

b. by contributing to improvement of teaching in the primary teachers' colleges, to the creation of a new BEd primary education course in Kenyatta University College, and to strengthening the primary inspectorate, concentrating on the core subjects of English language, mathematics and science.

3.2 In pursuit of this aim, the following objectives have been set:

a. contribution to the in-service training of primary school teachers especially to reorientate them to the needs of the new curriculum;

b. contribution to the quality of teaching in Kenya's fifteen primary teachers' colleges;

c. creation of new and more appropriate pre-service training for primary teachers' college lecturers and primary curriculum developers, through the introduction of a new BEd course at Kenyatta University College specialising in primary education;

d. strengthening the capacity of the Ministry of Education, Science and Technology (MOEST) Primary Inspectorate to introduce the new primary curriculum, and to provide experienced inspectors in English, mathematics and science to assist in guiding and monitoring the work of the zonal teams.

3.3 The project is designed to improve quality and will be difficult to measure. However the following measurable achievements are foreseen as being attributable to the project, some during and some well after the end of the four year project period:

a. better trained teachers will have been produced by the colleges for the primary schools, in which the full effects of this in terms of leaving examination results in the three subjects should be apparent by the mid 1990s, when the first children to complete eight years of primary school with teachers trained to teach the new curriculum will be sitting their leaving exams;

b. primary school leavers will be better equipped to earn a living as a result of the practical bias in the new curriculum and the strengthening of numeracy;

c. a contribution will have been made by the zonal teams to the Ministry's seminars for preparing college tutors for the new curriculum;

d. by September 1986 Kenyatta University college will have produced graduate teachers who have specialised in primary education, for service in the primary teachers' colleges and curriculum development.

e. the number of trained primary school teachers will have risen considerably;

f. the primary inspectorate will have been strengthened professionally and able to give more help to primary education.

4. Project Description

4.1 This project consists of three distinct components, all designed to contribute to the effective implementation and quality of the new primary school curriculum in Kenya. One is a contribution to the MOEST seminars for teachers' college tutors and to the improvement of teaching in the primary schools, another to pre-service training in the primary teachers' colleges and the third to improving the professional quality of the primary inspectorate.

4.2 The components are:

a. the provision of OSAS supplementation and local costs for six zonal teams of specialist tutors in mathematics, science and English language for service in the fifteen primary teachers' colleges, as well as helping in the various districts of the six education zones with the in-service training of practising teachers, including the production of resource materials for this purpose. Some of the existing eighteen OSAS posts in the colleges will be redeployed, as necesary, to meet the requirements of the three-subject zonal areas.

b. the provision of two TCO primary school inspectors, one in mathematics and one in science, to join the KELT inspector of English who is already in post; the British inspectors will assist in monitoring and guiding the zonal teams and they will work with Kenyan counterparts for whom training in Britain will be provided, and who will take over after four years.

c. the provision of visiting staff from the University of London Institute of Education to teach the BEd course in primary education at Kenyatta University College, designed to develop a graduate cadre of Kenyan primary teacher trainers and primary curriculum developers.

4.3 In view of the budgetary problems currently being faced by MOEST at a time of reform and rapid expansion of the educational system, exceptional provision has been made by the UK Treasury to make a contribution towards the local costs of this project.

5. UK Contribution

5.1 Manpower Aid

i. 18 special tutors in six zonal teams servicing the 15 primary teachers' colleges - six each in mathematics, science and English language.

ii. 3 TCO inspectors in the Ministry of Eduation.

iii. 3 visits per annum of one term each for University of London Institute of Education staff to Kenyatta University Coollege.

5.2 Technical Cooperation Training Awards

To be provided from the normal TCT programme for Kenya:

i. 8 new awards per year over the four year period in support of training Kenyan counterparts working with OSASD/TCO teams in the primary teachers' colleges, Inspectorate and Kenyatta University College;

ii. 2 new awards per year for primary curriculum developers in the Kenya Institute of Education for work related to the TC project.

iii. 6 new awards per year for education inspectors and administrators for the University of London Institute of Education advanced course in educational inspection and supervision;

iv. 2 new awards per year for staff development for teaching the new BEd primary course at Kenyatta University College.

5.3 Book Presentation Programme

Up to £30,000 of books per year from Book Presentation Programme to be allocated to the Primary teachers' colleges, the primary inspectorate and Kenyatta University College BEd primary course.

5.4 Other British Aid Inputs

Support for the project may also be provided in the form of education seminars, specialist tours to Kenya by British experts and study tours in Britain for Kenyans.

5.5 Local Costs

i. Mileage and subsistence for OSAS zonal teams to enable them to coordinate their work in the three core subjects; to work with other colleges, and with primary schools in their zones.

ii. Subsistence at Kenyan rates for Kenyan college tutors and primary teachers to attend local workshops and courses.

iii. Reprographic equipment and materials for each zonal team.

iv. One long wheel-based Landrover to be shared between 3 TCO Inspectors to enable them to visit primary schools and teachers' colleges throughout Kenya.

6. UK Costs

The following is a summary table of the estimated UK financial contribution to the project.

£ cash UK FYs

1985/86	1986/87	1987/88	1988/89
655,000	684,000	728,000	776,000

7. Government of Kenya Contribution

7.1 OSAS

i. Local salaries and housing in accordance with the local OSAS agreement.

ii. Institutional vehicles for OSAS teams to be made available whenever possible.

iii. Normal OSAS college duties not to exceed 75%; the remaining 25% to be spent on zonal workshops and training courses.

7.2 TCOs

Housing or housing allowance, office accommodation and secretarial services in accordance with the TC agreement.

7.3 Visiting Lecturers

KUC to arrange accommodation at lecturers' expense.

8. Arrangements for Implementation

The ODA will recruit the new TCO and OSAS staff required for this project on receipt of requests from the Government of Kenya in the normal way. Through a combination of new and existing OSAS staff, if necessary phasing out some staff who will not be required for the project, the required number and posting pattern of OSAS staff will be arrived at during 1985. The pattern of redesignation and recruitment will follow that recommended unless otherwise agreed by both Governments.

The TCO Aid Coordinator will assist the Ministry of Education to coordinate the GOK inputs to the project and liaise with team members, ODA and British Council representatives, to ensure overall project coordination.

9. Arrangements for Monitoring

An annual review will be conducted in January/February of each project year by ODA nominees working with nominees from MOEST. All aspects of the project will be reviewed, and recommendations to alter the future course of the project may be made.

In preparation for the annual review MOEST will provide participants with a report on overall project progress at least one month before the review. To assist MOEST in preparation of its report the leaders of the five zonal teams and the TCO inspectors will also produce annual assessment reports of progress in his/her own specialist subject, which will also be available to the participants in the review. Regular professional monitoring of TCOs and OSAS officers will be undertaken by the British Council.

PART TWO: CASE STUDY DESIGN TASKS

1. The Training of Technical Teachers from Egyptian Advanced Technical Schools
2. The ODA/INP Fishery Project, Guayaquil, Ecuador
3. The British Council English Language Teaching Unit, Colombo, Sri Lanka
4. The British Council English Language Centre, Jakarta Indonesia
5. The Institute of Health Sciences, Muscat, Oman

7.0 THE TRAINING OF TECHNICAL TEACHERS FROM EGYPTIAN ADVANCED TECHNICAL SCHOOLS

CASE STUDY DESIGN

ANDY SEYMOUR
DAVID CONSTABLE
TERRY MILES
LIZ SEROCOLD
ALAN BORMAN
RICHARD FREEMAN
GILLIAN FLAXMAN

BACKGROUND INFORMATION

1. Egypt, in Project IDA II, wishes to train middle-grade technicans in 6 technical schools.

2. The project consists of preparing teachers to work in these schools by updating their technical expertise, by providing a teacher training element, by raising their command of English.

3. The short courses in Egypt are given by TCOs from Bradford FE College.

4. The trainees will spend some time in Bradford at the FE College, principally to upgrade their skills.

3. When the trainees return to Egypt they will be teaching through the medium of Arabic.

STAFFING

1. Two KELT officers who are already engaged in other projects but who have 4 hours a week available for this work.

2. Up to 8 Egyptian teachers who:

    a. have various levels of English;

    b. are only paid for classroom teaching hours;

    c. are already teaching full-time.

3. Trainees will have 6 hours ELT a week.

4. Trainees may be sub-grouped according to language level:

    Elementary - Lower Intermediate
    Intermediate - Higher Intermediate

GENERAL OBJECTIVES

1. To prepare trainees for the short courses to be held in Bradford.

2. To improve the trainees' ability to understand and respond to the sessions they receive with the Bradford TCOs in Egypt before departure to UK.

3. To enable them to work on their return from UK, to use technical written materials and to work with prospective specialist visitors.

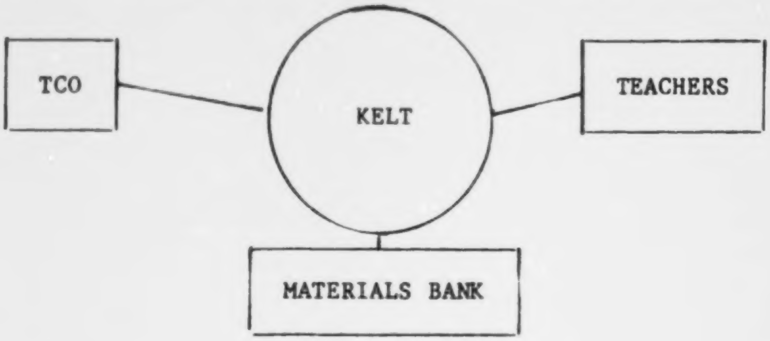
CONSTRAINTS

1. The present demand is imposed on an existing project therefore there is a limited amount of time available.

2. There is a danger of a rigid specification of course content in advance of the course. (Learners' problems cannot be predicted.)

The above factors, coupled with the advantage of having TCOs from Bradford on the spot, create a need for a dynamic model for course development:

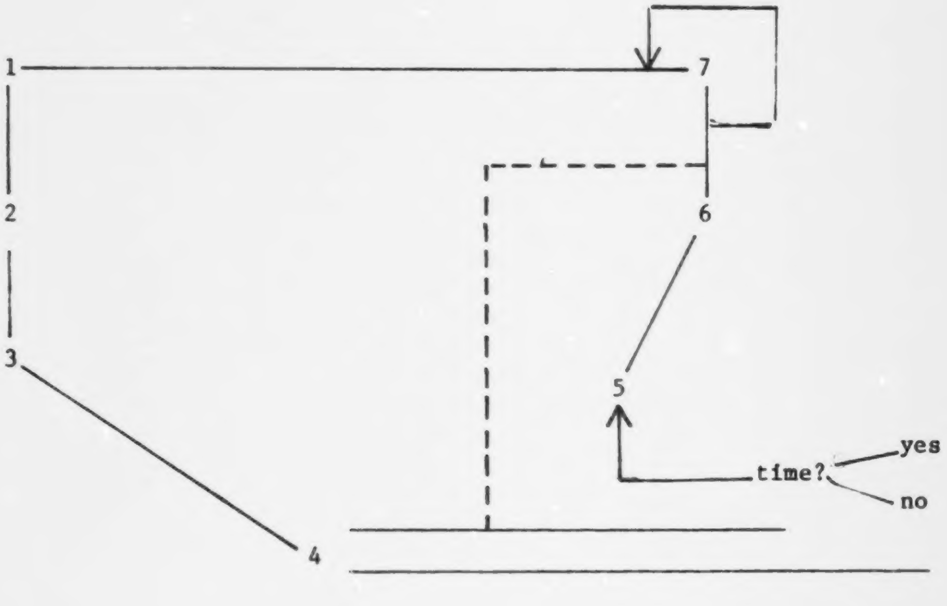
1. An analysis of resources for teaching in which KELTs are seen as central to the process involved between TCOs, teachers and materials, eg:



2. Timetabling:

   - is fixed;
   - Egyptian teachers are timetabled for all teaching hours;
   - KELTs will teach, thus freeing Egyptian teachers from some hours.

3. The model for course development:



Key:

1. KELT's to observe TCOs in session with learners (occasionally Egyptian teachers observe as well).
2. Identify communication problems and establish language needs.
3. Formulate specific teaching objectives.

4. Select and develop appropriate teaching materials. The degree of development is dependent on time available.

5. Develop more materials and/or adjust current materials.

7. Teach and observe.

The model is cyclic and therefore allows for the ongoing monitoring of the programme and allows KELTs to observe further TCO sessions in order to see how the learners cope with language points which had formally been identified as problematic.

SOME UNDERLYING PRINCIPLES

Following from the general objectives of the component, these are some of the organisational and educational aims it was felt appropriate.

KELT Involvement (Time)

At four hours per week, this would remain a constant. The aim would be for all teaching to be done eventually by local teachers. To begin with, such teaching would be done with pre-existing materials. As the KELTs produced more specific materials (in conjunction with the TCOs), demonstration teaching and training would enable the transfer to the more relevant materials and procedures.

Overall Responsibility

Teaching and self-access facilities should be designed as a responsibility to be transferred to the local setting. KELT time is only four hours per week and likely to be withdrawn altogether in the long term (please see footnote). Student needs are varied in level and subjects - difficult to cover via conventional published materials. Therefore the 'counterpart' strategy should be adopted from the beginning. When the KELTs leave the project, self-access and teacher-access materials plus appropriate methodology should be in the effective hands of local staff. This transfer of skills and materials should be seen quite clearly as the major overall objective of the KELTs' involvement.

Student Responsibility

The students in this case are in fact instructors. The English they are learning is to facilitate their further training as instructors. Their English programme should capitalise on this by incorporating as much 'activity-as-instructors' as possible within the syllabus. On a micro level, each tuition level should contain an element where the students **take over** to help achieve the overall aim of developing independence and self-organised learning.

Authenticity of Materials and their Role in Successive Courses

It is important to recognise the considerable constraints in this case and the reality of what can possibly be achieved with a KELT involvement of just four hours per week. The group therefore recommended having as secure a 'bottom line' as possible to start with. Necessarily, the project would have to start with whatever pre-existing and published materials were available. Similarly the local teachers would have to begin with whatever resources they had at the time. The KELTs would develop (audio-visual-textual) materials from within the situation of Bradford TCOs at work in the (Egyptian) college. The proportion of localised material to general, pre-pared material would therefore increase throughout the courses and come to predominate within all of the various special areas covered. Materials prepared before the start of the project should be 'skeletal' methodological models - kits to enable later variatons and local applications. A genuine educational transfer would depend on this methodology being comprehensible, practicable and adaptable to the 'target' situation.

Materials Development

Every attempt would be made to derive language-learning material from specific local situations. In consultation with the TCOs, appropriate training situations would be filmed and recorded then, together with suitable worksheets and texts, adapted. Transcription and/or translation would provide low-level and early access to authentic materials while these awaited KELT development into more intensive and targetted teaching materials. Generally, speaking, the aim within each subject area would be to create an abbreviated 'shadow' syllabus. This would enable the language training to benefit from the inherent order of difficulty in each subject but incorporate any purely local variations from the standard curriculum approach. Shadowing the authentic syllabus in this way would also help produce materials more likely to be of use elsewhere. This in turn could help increase the amount of project support that the KELTs could reasonably expect, ask or fight for.

Footnote

In the case of this particular project, the long-term was quick to arrive. We were informed before leaving Dunford that the project had been called off - basically through lack of conviction that anything very much could be accomplished within the KELT-time available.

SITUATIONS AND TASKS

The case study group originally intended to formulate a task-based approach to course design. However, during the process of formulation, they modified their design around the situations below. The approach to course design was therefore termed a situational one.

Situations:

1. The Lecture Room
2. The Workshop
3. The Laboratory
4. The Site
5. The Classroom
6. The United Kingdom (Bradford)

NEEDS ANALYSIS

Viewing the student both as student and as instructor, the study group then listed the appropriate receptive and productive skills required in each setting. These would obviously be refined with more precise observation and information from the TCOs etc.

1. The Lecture Room

RECEPTIVE		PRODUCTIVE	
LISTENING	READING	SPEAKING	WRITING
Discourse Markers	Blackboard	Interjection	Note-taking
Main Points	Task-based worksheets		Copying from blackboard

2. The Workshop

RECEPTIVE		PRODUCTIVE	
LISTENING	READING	SPEAKING	WRITING
Instructions	Data plates	Clarification	Notes
Workshop management	Safety-instructions manuals	Past (equipment) experience	Blackboard notes Tabulation
	Diagrams	Naming of parts	
	Task-based worksheets	Description of function/process	

3. The Laboratory

RECEPTIVE		PRODUCTIVE	
LISTENING	READING	SPEAKING	WRITING
Instructions	Blackboard-notes, diagrams graphs	Clarification	Note-taking
Lesson organisation		Description of process	Report-writing Symbols, labels and diagrams

4. The Site

RECEPTIVE		PRODUCTIVE	
LISTENING	READING	SPEAKING	WRITING

Preparation
Implementation
Report/Feedback
Assessment

5. The Classroom

The classroom is perceived in two ways. First as an annexe and peripheral to the workshops, laboratories and lecture halls etc and secondly as an English Language learning environment. With the former, it would be difficult to predict the differing needs and applications of the class component to each of the disciplines. In the EFL context, the following skills would be promoted, in accordance with the overall push towards student independence and responsibility.

Dictionary/reference skills
Numeracy skills
Grammar reference
Working with readers and texts
Vocabulary acquisition
Personal files and organisation
Self-access study skills

6. The United Kingdom

Materials to prepare precisely for time in the UK would depend largely on the degree of cooperation obtained from the TCOs in the college and, at best, contact with Bradford itself.

Consistent with the previously mentioned 'bottom line' approach to insurmountable local difficulties, selections and adaptations of standard UK-based course books would be made (Follow Me, Kernel Lessons, etc).

MODELS FOR MATERIALS DEVELOPMENT

The following notes show the kind of material that could be developed within this 'situational' approach. In the field of Electrical Engineering they represent a standard low-level part of the subject syllabus. In the context of the Egyptian student groups (Mechanical, Electrical, Electronic and Civil Engineers etc) this will fall within the general technical comprehension of all the group members. To make sure that the diversity of students' special areas develops as a positive tuition factor, early materials would include examples from each speciality. As things progressed, the inherent difficulty of this specialised material would increase. This would be gradual and rooted in continued student-to-student communication. In this way, each group member would develop responsibility for presentation and simplification of authentic and personally interesting material from his/her own field.

The skills under Needs Analysis would be woven into the various situational and subject-specific contexts. The routine and predictability of the technical situations would provide stability and the opportunity for varied repetition. This would help the KELTs and local staff by simplifying materials production and planning. It would help the students by cutting down on the amount of redundant language and metalanguage normally required during a conventionally structured or course-book based course.

(TOWARDS) A SAMPLE MATERIALS GRID

Situation: The Laboratory - Experiments and Demonstrations

Special Subject: Electrical Engineering

Unit Title/Description: Alternating Current
(Demonstration/Experiment in three parts)

Demonstration of the effect on an ammeter (in a simple circuit) of:

a. Direct Current in one direction
b. Direct Current in the opposite direction
c. Alternating Current in either direction

Standard Procedures and Structure:

Session Organisation

General administration, rooms, facilities, furniture, equipment, stationery etc.

Setting Up and Performing the Demonstration

To cover:
- Naming/description of parts
- Drawing/labelling of diagrams
- Safety instructions, warnings
- Laboratory method/procedure
- Observation/Tabulation/Calculation

Conclusion/Results

To cover:
- Spoken observation/commentary
- Discussion in pairs/groups
- Checking (spoken and written)
- Summary (spoken and written)
- Re-presentation (teacher/student role-reversal)
- Written report

Sample means and media

During the 'giving and receiving instructions' media: component of the unit:

a. Instructions on audio tape
b. Instructions on paper
c. Instructions delivered live and informally

These would be followed by appropriate and varying combinations of pair/group work, peer instruction and the implementation of the demonstration itself.

During the stages of observation, discussion and checking:

During the conclusion stages:

a. Spoken summary/discussion/argument (controlled!)

b. Re-presentation/Re-enactment with students as instructors.

(NB: When appropriate, this would be audio or video recorded to enhance the significance of the students' work and to help transfer necessary audio-visual skills from the KELTs to the local staff.

For the 'counterpart' approach to have any real effect, a learner-centred and locale-centred methodology would also need to be served by practicable AV techniques and equipment appropriate in cost, format and performance.

Paradoxically, such equipment would be far lower in cost and more flexible in operation than the AV equipment currently in place. Background information to the case revealed that a well-equipped language lab was never used in the comparative mode (to avoid maintenance problems!) and that even cassette players were avoided by teachers who had to take personal financial responsibility for them to be unlocked from storage.

No mention was made of available video facilities, but when installed in developing world locations they are usually U-matic or open-reel informat and studio-based. The result is very often a facility that is inaccessible to teachers and students alike and obtrusive in operation. Informal reports from other KELTs confirmed this Audio Visual incompatibility and also revealed a general confusion about current appropriate video-audio formats and facilities. This extended to confusion concerning the user-training and even educational implications of the media.]

c. Writing up:

i. The traditional 'homework' task of producing neat copy of laboratory work.

ii. If a recorded version of the work has been made the writing task would be (with teacher collaboration/correction) to produce supplementary materials and worksheets able to be of real use in subsequent courses.

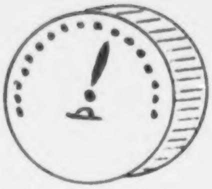
KELT input to this should concentrate on producing clear and reliable written materials leaving inadequacies in the student AV recordings until later.

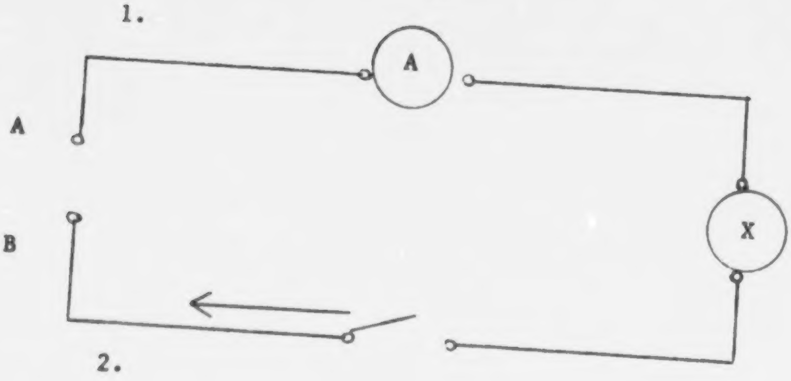
At best, these would be re-done by the same students at a later, more confident and competent stage. Apart from valuable revision this would enhance student/course status and function.

Next best would be for the KELTs and/or TCOs to replace weak units with their own recordings. Careful monitoring and co-ordination of materials production would be needed to complete this in addition to any recordings made by them in the first place.

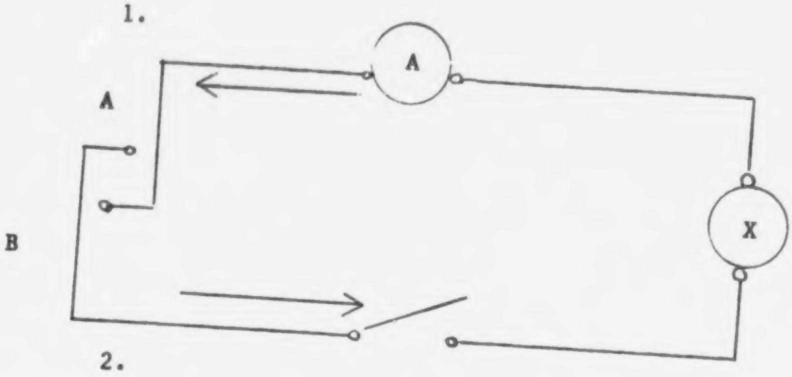
A further alternative in certain cases could be to retain the visuals of a student presentation and over-dub a KELT or TCO soundtrack. This might help the materials remain longer in active local service and encourage further local initiative when the KELTs have gone.

DIAGRAMS FOR THE PRESENTATION

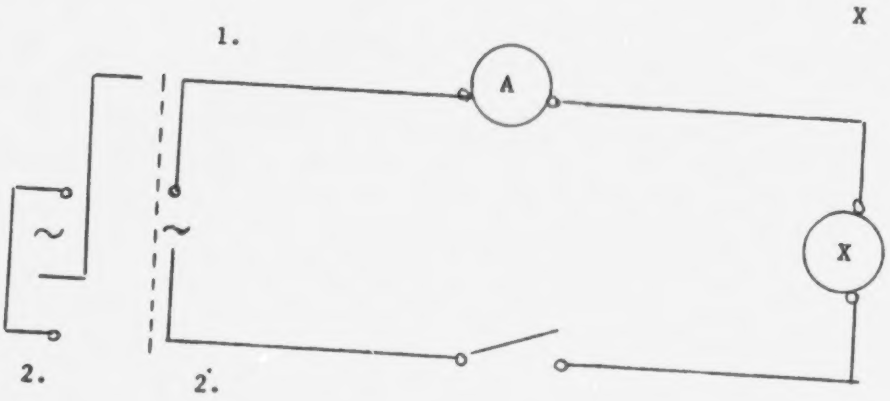




First part of demonstration



Second part of demonstration



Third part of demonstration

Specific samples of instructions and worksheets (low level):

MATERIALS AND GENERAL INSTRUCTIONS

Some conducting wire
An ammeter
A lamp
A battery
A switch

Put up a nylon board.

Take the battery from the box and place it near the board.

Take four conductors (conducting wires) - three short ones and one long one.

Connect one of the short conductors from one terminal of the battery to one terminal of the switch.

Make sure the switch is open and locked into position.

Connect the other terminal of the switch to the first terminal of the ammeter.

Connect the second terminal of the ammeter to the first terminal of the lamp.

Use the long conducting wire to connect the lamp to the second terminal of the battery and complete the circuit.

SPECIFIC PROCEDURES AND WORKSHEETS

Part One:

Wire up the lamp, the switch and the ammeter to the terminals of the battery. Label the principal conductors 1 and 2, and the terminals of the battery A and B. Write down exactly what happens when you close the switch.

COMPLETE THESE OBSERVATIONS:

When the switch is closed, the lamp ....

and the needle of the ammeter...

....

Conclusion: When the switch is closed, a direct current................

.... and ....

.... The ammeter needle moves to the

....

Part Two:

MATERIALS

The same as in Part One

Make up a circuit the same as the circuit in Experiment 1. Check that the switch is securely opened and then change the conductors 1 and 2 round so that conductor 1 is connected to terminal B, and conductor 2 is connected to terminal A.

Write down exactly what happens.

COMPLETE THE FOLLOWING SUMMARY:

When the .... is ....

the lamp lights up and the ammeter needle moves to the ....

When the switch is closed, a ....

current flows .... and the ....

.... moves to the ....

Therefore we know that the ....

of the current is the ....

of the current in Part One.

Part Three:

MATERIALS

Some conducting wire
An ammeter
A lamp
An AC mains socket and supply

Set up the circuit as before with the switch safely open. Connect conductor 1 to terminal A of the mains socket and conductor 2 to terminal B. Close the switch.

COMPLETE THE FOLLOWING SUMMARY:

When the switch ...., the lamp

.... but the ammeter needle doesn't move

.... or the other.

It stays .... and vibrates.

Conclusion: The current supplied by the mains supply is an ....

current.

8.0 THE ODA/INP FISHERY PROJECT, GUAYAQUIL, ECUADOR

CASE STUDY DESIGN

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JOHN HOLMES
KATHRYN BOARD
STUART MATTHEWS
MIKE SMITH
OLIVER HUNT
ANDREW THOMAS

COURSE PROPOSAL: EFL SUPPORT FOR TCO FISHERIES TRAINING PROGRAMME

BASIC CONSIDERATIONS

The course designer is faced with four possible considerations in determining the parameters of language need:

1. To have access to the technical literature in English, in order to facilitate TCO training and to continue accessing knowledge after the TCO's departure.
2. To interact with the TCO during training, in a variety of situations.
3. To pass ELTS and proceed to the UK for training.
4. To interact with overseas visitors.

Of these we have chosen to concentrate on 1.

Aspect 2. is in this particular project achieved in Spanish. Aspect 3. would be achieved by the British Council (Quito) for relatively few trainees and aspect 4. would follow from this overseas training.

THE DESIGN SOLUTION

The focus of the Project is the development of the fishing industry in Guyaquil, Ecuador through seven ODA-funded TCOs with related training in UK for selected trainees. This training programme is ongoing and provides an ideal basis for the construction of a detailed syllabus which would incorporate specifiable behavioural objectives for language use which would be exploited within the TCO programme.

Task focus in the TCO practitioner training programme

The language of training on the programme is Spanish but English is required for project development through information contained in relevant English language publications. This will only be relevant to restricted areas of the practitioner training, but will nevertheless be essential for development. English is therefore an integral part of restricted components of the training programme, but where the understanding of written English is required it becomes an essential enabling skill. Deficiencies in this skill are, at the moment, being compensated for by the presence of TCOs who act as reference sources, intervening between the resource bank (technical literature) and the trainees, by conveying pertinent information in Spanish. The TCOs are, however, temporary phenomena and, in the long term, the fishermen will need to operate a direct line between English language specialist literature and the specific developments within the Project.

The design solution focuses on the areas of practitioner training where written English can be used both feasibly and productively. Language will therefore be incorporated as an enabling and facilitating skill within the target domain of use, bringing with it advantages of absolute relevance, usefulness and the accompanying pedagogical advantage of increased motivation.

Design Parameters

The components of the English language syllabus will follow the practitioner training programme. Language training will be designed to serve the language needs in each training component and will be included as part of the TCO schedule. Spanish medium will remain as the training code, but each unit will include a relevant task for which material in written English is a feasible resource. Initial planning will therefore include:

i. Itemising and specifying the TCO training programme through the fishing skills project design and implementation details.

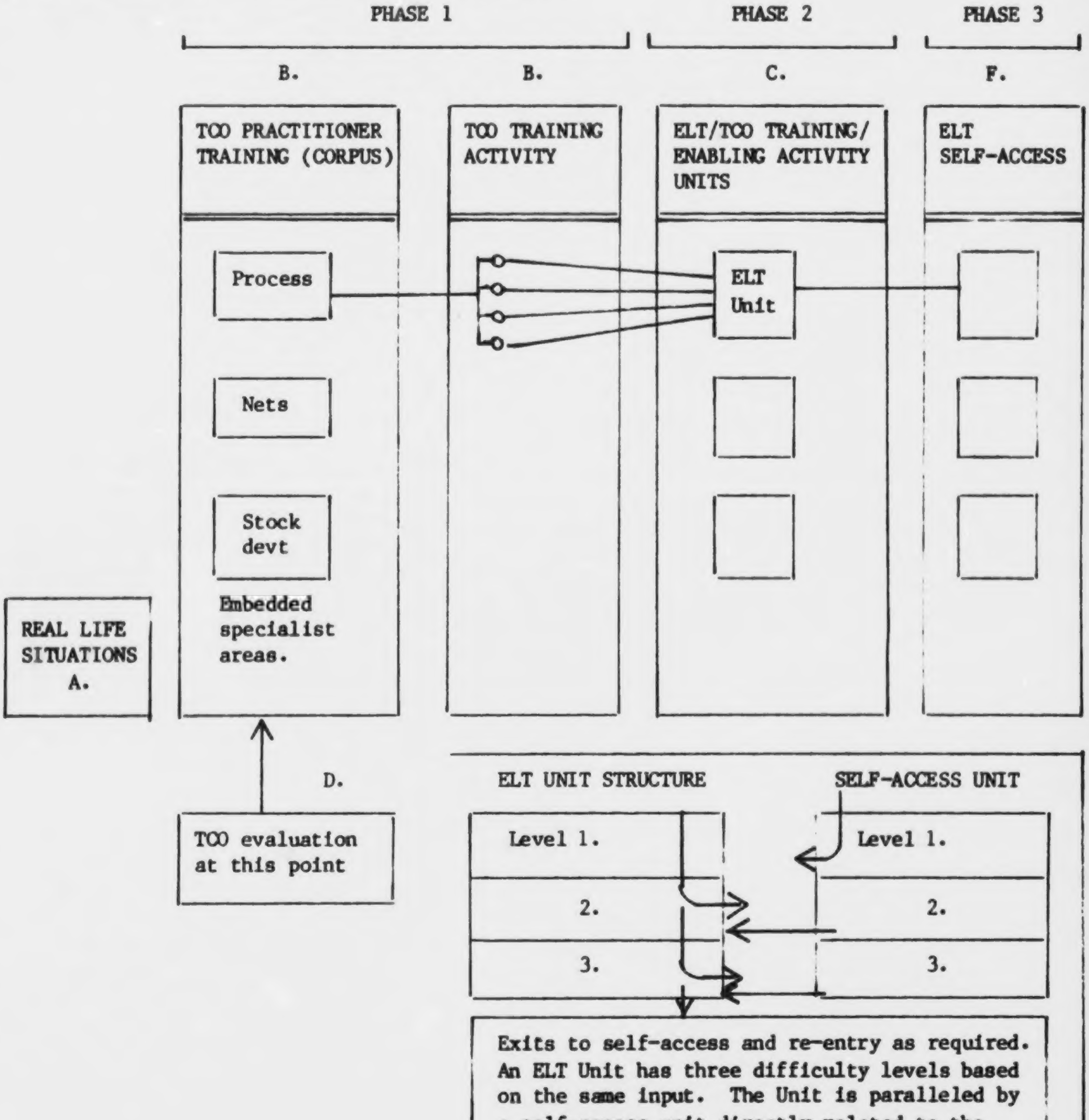
ii. Isolating area within each training unit where technical and innovative details could feasibly be used to improve or consolidate the existing fishing practices and procedures.

iii. Matching a selected area of reference use within a use related task.

iv. Selecting relevant reference material which would act as enabling resources for the selected task.

v. Constructing a set of activities designed to enable the learner to move from resource to task completion.

The Macro-Structure of the Design: Overview



Exits to self-access and re-entry as required. An ELT Unit has three difficulty levels based on the same input. The Unit is paralleled by a self-access unit directly related to the main task.

Detail

The objective of the TCO practitioner training is to develop essential fisheries related skills to ensure present success in the Guyaquil fishing industry and the potential for maintenance of that success and also for productive developments. This objective is dependent on occupational specific skills and is the basis of the instructional process undertaken by the TCOs. While language is an integral, if restricted element in that project objective, it only has relevance to the ELT input as a definer of topic setting and function.

A: The design of the training capacity of the project will pivot around the major occupational areas of the industry (eg processing, harvesting, etc). These are the design parameters of the technical training and will determine the organisation of the various teaching modules. This is already established and the ELT component will assume its efficacy.

B: Occupational training is divided into sub-skill or sub-topic areas which cumulatively contribute to the overall industrial skills (eg adequate harvesting methods incorporate skills in the use of nets, selection of nets, in-boat storage etc) each unit of TCO training activity will include aspects which can be potentially developed or consolidated through reference material. The design requires each of these teaching units to include a work-related task which requires reference material for completion. This task will be the basis of the selection of the ELT component.

C: The ELT units will be designed to allow successful completion of the work-task by developing the trainees ability to utilise written English. Each unit will be restricted in content to the needs of the particular task, but will include multi-level activities to cater for differing levels of competence. This design feature will also cater for the need to progress and improve amongst the learners, but at the same time retains unit-independence. Details of the ELT components are given in a later section.

D: The evaluation of the effectiveness of each individual ELT unit will be undertaken by the TCO involved in the practitioner training. Evaluation will be based on the degree of success in task completion. The use of a highly specific behavioural objective for selection and planning of the course will therefore supply the components of the teaching units and the means of evaluation.

E: The course work management and developmental feedback will be undertaken by KELT or locally employed organiser/teacher. Changes or developments in course content will be implemented through liaison with the TCO on the basis of task completion or otherwise. Individual remedial work will be effected through the self-access system outlined below.

F: Self-access modules will be designed as support for the task-based ELT units. These will function as remedial materials to cater for the non-achievement of the task objective. Information concerning the need for remedial self-access will be supplied through the TCO and the system will be managed by the teacher/organiser. A detailed analysis of the self-access system is given in a later section.

ELT UNITS: ACTION

A: Itemisation of stages and units within the TCO training structure.

B: Specification of areas within each practitioner unit which would be enhanced by EL input.

C: Itemisation of performance objectives in the form of tasks for each of the practitioner units.

D: Design ELT packages to facilitate the completion of tasks through the use of English resource texts. This will involve:

  i. selection of appropriate texts;

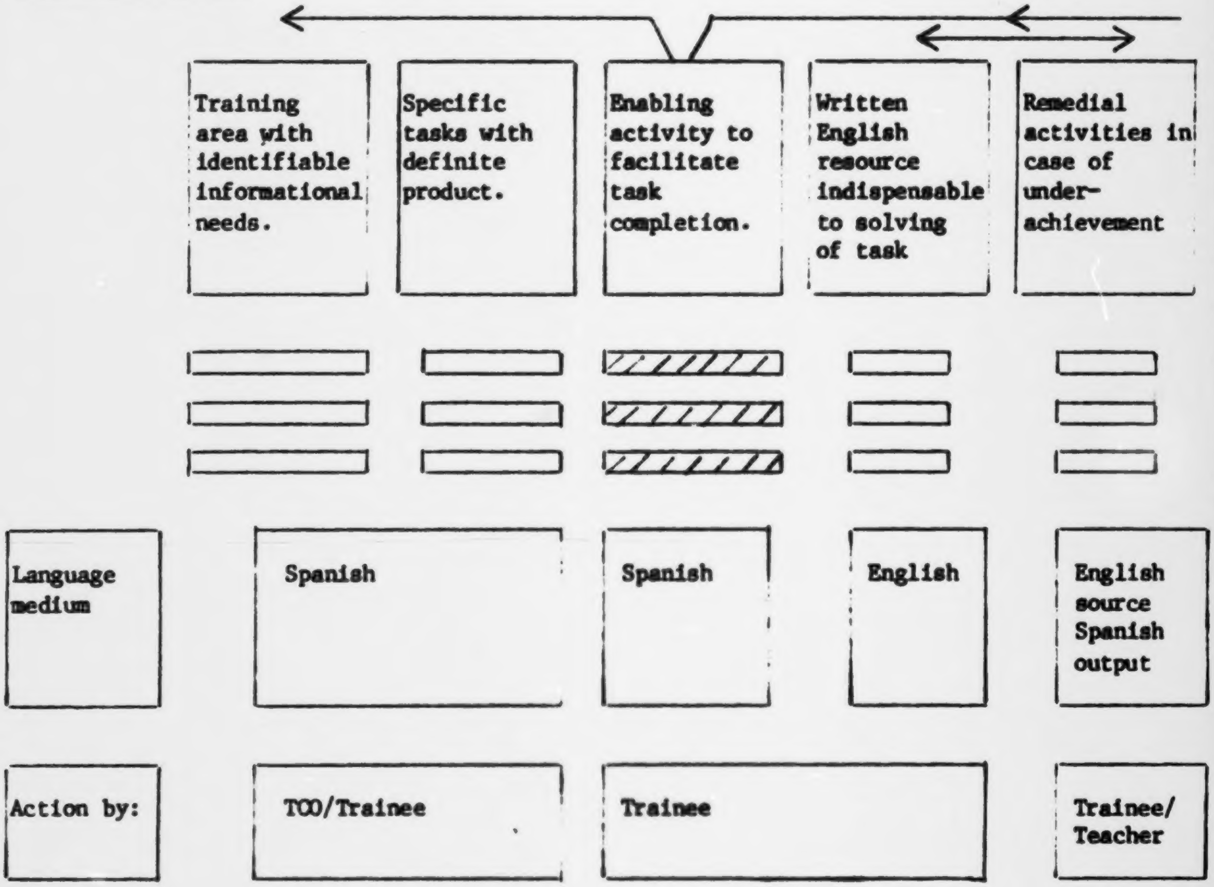
  ii. construction of appropriate activity to link the task to the resources.

  iii. establishing interdependent levels of task.

E: Design self-access materials as remedial activity for under-achievement within each specific task group.

F: Design introduction module to sensitise students to course structure as a pre-requisite to the course.

Module Structure



	Training area with identifiable informational needs.	Specific tasks with definite product.	Enabling activity to facilitate task completion.	Written English resource indispensable to solving of task	Remedial activities in case of under-achievement
Language medium	Spanish		Spanish	English	English source Spanish output
Action by:	TCO/Trainee		Trainee		Trainee/Teacher

The ELT Component

Each ELT unit will be based on a behavioural objective and expressed in terms of a problem related to the practitioner training.

Detailed Analysis of Module Structure

A: The focus of the language learning materials will be the actual work within the TCO training programme. Since the first formalised training phase of the TCO project is now complete, the project is now functioning through counterpart/expert teamwork within the industry. The organised and formalised training has now been replaced by a more spontaneous and less predictable training structure. This will still retain a coherent content through the specialist areas of training (management, stock development, processing etc) which will be fully under the control of the TCO advisers. There will also be considerable predictability in terms of time-scale since fishing is both systematic and seasonal in its exploitation. It should therefore be possible for the TCOs to outline a timescale of work upon which the ELT design can be based. This timescale be itemised into target units (eg marketing, transportation, packaging).

B: Since the TCO/Trainee relationship at this stage of the project is essentially that of craftsman/apprentice, much of the everyday training will be adequately covered through oral Spanish interaction. There will be areas, however, where the TCO acts as interpreter of resource material as applied to actual situational needs. These will be areas where resource information is a highly constructive addition to the practitioner input rather than a mere extension of conventional knowledge. Each unit of professional activity (cf A. above) will therefore produce an area of potential task input and this will be itemised in liaison with the TCOs and UK fisheries training institute.

C: Specific tasks relevant to the environment of work will be produced to correspond to each of the units identified in A & B. These tasks will be behavioural rather than linguistic specific and will be designed to culminate in a tangible product or course of action. Task identification and specification will be undertaken through liaison with the TCO on-site.

D: Since the focus of the ELT input will be on relevant support for the process of task completion, the selection of source texts will be use-orientated. Texts from professional literature will therefore be selected on the basis that relevant text elements will become part of the product. Several levels of task will be set to facilitate progress and differing ability levels.

Activity material in Spanish will be designed to mediate between the task and the resource material. This is likely to take the form of enabling tasks using question, directions, instructions etc as the methodology to stage the trainees' use of text for task. Task sheets would be designed on various levels but would be coherent in that lower level tasks would lead into succeeding levels. Tasks would comply with the following general criteria:

i. each level of task would result in a tangible product or decision;

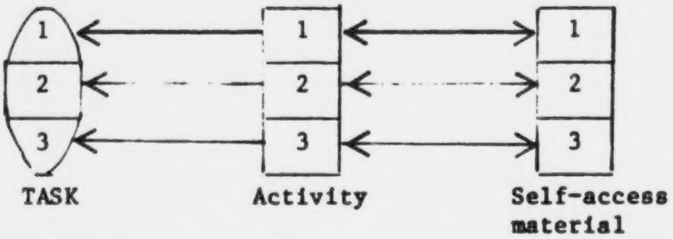
ii. each task would act as an integral element in succeeding tasks;

iii. trainees would exit at any of the task stages, according to their level of competence;

iv. tasks would be designed in increasing levels of difficulty to facilitate progress.

Examples of graded task activities are given in Appendix 1.

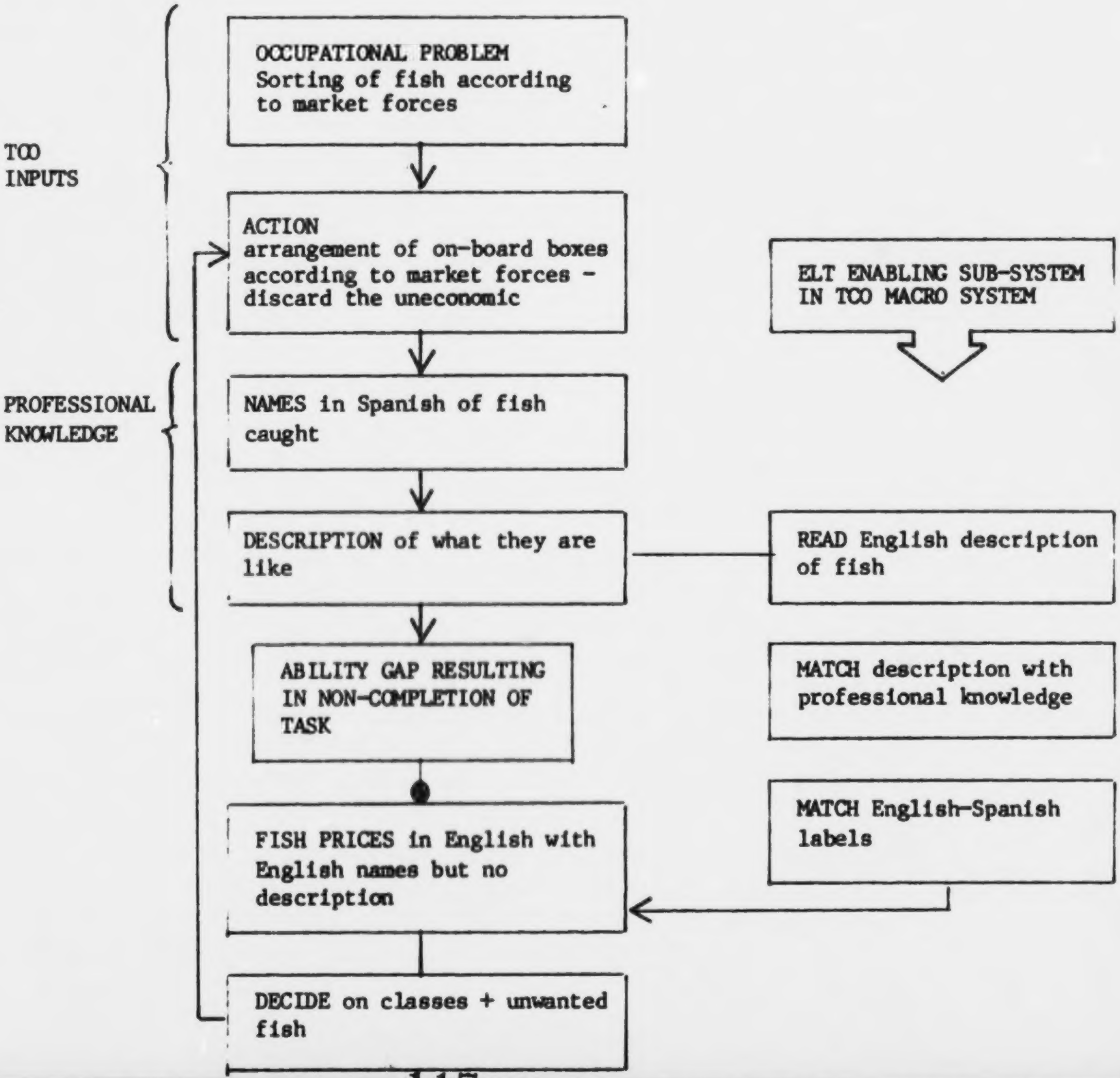
E: Failure to complete a task to the satisfaction of the TCO (see Evaluation section) requires the establishment of a remedial ELT input. This would follow the task-based rationale of the design by integrating self-access activities with the ELT input and the task. The self-access material will therefore be designed to further assist an under-achiever with the completion of a particular task, eg:



The under-achiever will therefore undertake remedial activities in order to return to the task and re-attempt it.

F: In order to ensure that the system and structure of the course are not an impediment to effectiveness, trainees will be given an induction module. This will replicate the procedure of the course but will also incorporate activities designed to develop essential reading strategies (see Appendix 2).

Specific Task Structure


TCO INPUTS
PROFESSIONAL KNOWLEDGE
OCCUPATIONAL PROBLEM Sorting of fish according to market forces
ACTION arrangement of on-board boxes according to market forces - discard the uneconomic
NAMES in Spanish of fish caught
DESCRIPTION of what they are like
ABILITY GAP RESULTING IN NON-COMPLETION OF TASK
FISH PRICES in English with English names but no description
DECIDE on classes + unwanted fish
ELT ENABLING SUB-SYSTEM IN TCO MACRO SYSTEM
READ English description of fish
MATCH description with professional knowledge
MATCH English-Spanish labels

PERSONNEL AND FUNCTIONS

7 TCOs

At the materials design stage the TCOs would act as informants, supplying information about the nature of the tasks which trainees are expected to perform and from which the ELT Units derive. In conjunction with the ELT specialist, they would also be involved in the assessment of individual trainees' EL performance and informative evaluation of the Project.

1 ELT specialist

The teacher will act as 'materials manager' guiding trainees through the materials and assessing performance on the EL Units on a regular basis. Ideally, the teacher appointed to this post should have had some experience in ESP and of the management of individualised learning systems.

Course design team

After consultation with the TCOs the course design team will prepare materials along the lines recommended in this proposal. Although based in London, they will continue to liaise closely with the ELT specialist and TCOs for the purpose of project evaluation. It is recommended that a team of not less than two full-time materials writers be appointed initially to be reduced to one when a sufficient body of materials has been produced. The team leader might be a permanent staff member of the Council and the other(s) might be freelances employed on a contract basis.

ELT/Representative, British Council, Ecuador

The ELO or Representative will take on a coordinating, facilitating and back-up role in country. He/she will act as a communications link between the ELT specialist at post and the course design team in London.

Action

The following sequence of actions is proposed:

a. appointment of design team;

b. appointment of ELT specialist;

c. implementation of design management procedure;

d. on site orientation of ELT specialist and TCOs (arranged by BC, Ecuador and to include design team leader).

e. on-going support/monitoring by BC London through BC Ecuador.

RESOURCES

All the materials for this project will not be produced before instruction begins or a 'once and for all' basis. Most of the materials for the self-access component will be prepared 'on site' after the start of the Project (Phase 3) and some of the ELT units may have to be revised after periodic assessment. It is important, therefore, that the project has reasonably adequate facilities and equipment. The Project will need:

1. A resource room: as an operational base, with adequate space for storage and equipment.

2. Equipment:
- 1 duplicator
- 1 electric typewriter
- 1 stencil cutter/scanner
- 1 photocopier
- 1 OHP
- 2 cassette recorders
- cassette tapes
- filing cabinets
- stencil cabinets
- stationery - recurrent

3. Additional reading material: selection of supplementary readers
journals

TIMESCALE

The timescale proposed is aligned with the phases of the project. This phasing in relation to the macro-structure of the system in indicated on the design map on page 100. Using this nomenclature:

Phase 1	Time Required
Data will be collected with respect to sections a. b. and c. of the ELT overview. These are:	3 MONTHS
a. Originally from TCO reports. These appear not to exist. Alternate strategy is from UK sources (Grimsby etc) as there will be a predictability and in a face to face situation with the TCOs in Ecuador.	
b. For each area noted above in a. an area(s) will be isolated and examined where EL input can enhance training. This done in consultation with TCOs, ODA advisers, Grimsby etc.	
c. Group b. into task types (laboratory, ship, library) for exploitation. This grouping will colour task types used.	
Phase 2	
a. Design of EL units (see EL overview d.). A basic 20 units identified from TCO inputs.	3 MONTHS (speculated time as much depends on TCO input and all information being easily accessible)
b. Briefing and initial training inputs from course design team representatives in Ecuador.	1 MONTH
Initiation of course assessment based on first feedback.	
Phase 3	
Implementation of ELT units and ongoing design of self access materials. The latter based on student and TCO feedback from ELT units. Crucial to Phase 3 is the full and continued logistic support to the Project from the British Council, Ecuador when the design team withdraws.	Piloting and initial evaluation 5 MONTHS. At this point the system will have generated and recycled enough to be assessable. Beyond the 5 month period the development and refinement will only be limited by the whole project life.

EVALUATION

We have identified three types of evaluation that would have to be carried out. They are:

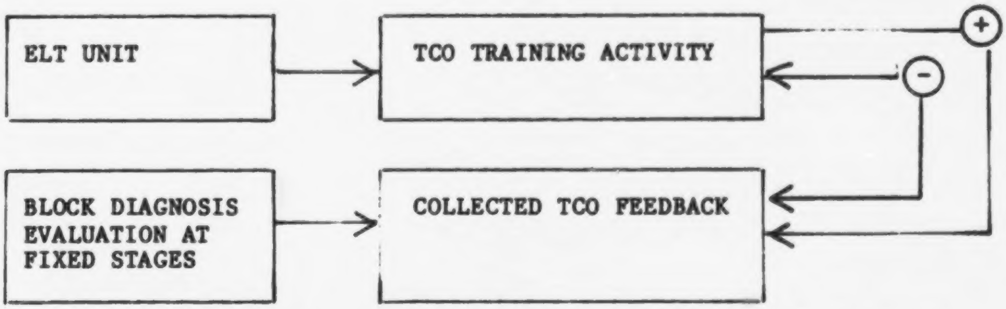
i. Evaluation of the ELT students and programme on the basis of feedback from the TCO - whether or not he found that the trainees came to his training activity with the level of background knowledge predicted by the English language programme unit. According to diagnosis, this could mean either that an individual trainee was underachieving or that the programme was underachieving. This would be diagnosed at the formative evaluation stages as outlined below.

ii. Internal evaluation of the individual students' performance in English at the chosen formative evaluation stages, in terms of the language abilities that the EL programme purports to develop.

iii. External evaluation of the whole programme on the basis of its achievement of the wider overall objectives set out for it at the planning stages. This would also be carried out at the chosen stage.

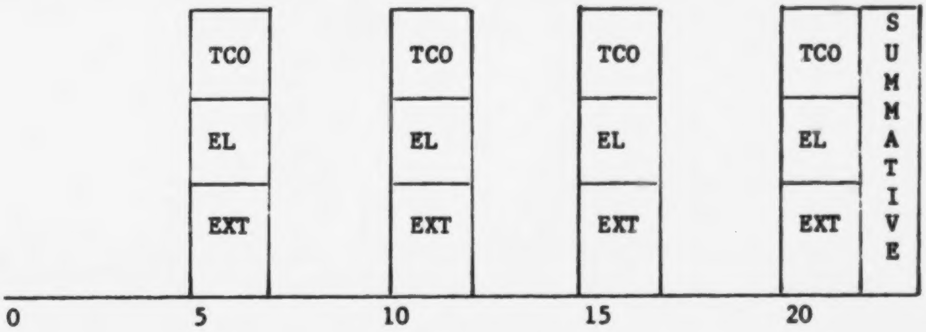
These types of evaluation could be carried out simultaneously by British Council Ecuador in liaison with British Council ELSD London and the three types correlated as appropriate to reveal to what extent the El programme was succeeding and to what extent and in what way it was failing.

The TCO feedback in i. would be ongoing, unit by unit of TCO training activity, and the feedback would have to be collected by the resident EL teacher until the formative stage evaluation by the British Council. This process may be diagrammed as follows:



As the diagram shows, the evaluation would be fed into revision of the ELT Units.

The proposal for the formative stages of evaluation is based on a 20 unit period with evaluations after every 5 units with major summative evaluation after the 20 units, as represented in the diagram below:



FINANCING OF PROJECT

The following items of expenditure are envisaged:

1. Design team

Salaries/fees for the design team personnel.

Travel and accommodation as follows:

a. UK data-gathering, eg visits to UK fisheries institutions for interviews with lecturers and Ecuadorian trainees at present in UK.

b. Visit to Guayaquil to initiate implementation of materials and orientate local team (1 month).

2. Evaluation/Monitories

Fees and travel expenses for at least one visit to Guayaquil after 6 months, in order to evaluate the project and adapt/prepare materials. Carried out by ELMD or original design team - 1 week (ELMD) or 1 month (Design Team).

3. On Site Staff

Salaries for 1 local EFL teacher and secretarial staff (1 person part time).

4. Equipment and Supplies

Hardware/permanent: typewriters, photocopier, cupboards, word processor etc.

Consumables: paper, textbooks, workshooks etc.

5. Liaison with London

Costs for maintaining contact between BC Quito and Design Team in London, also regular visits by EFL specialist in Quito to Guayaquil to monitor progress of project.

Appendix One: Model Units

ELT UNIT 1

Occupational Objective: To enable trainees to make decisions about appropriate fish preservation processes taking into account all relevant factors.

ELT Objective: To enable trainees to handle the discourse of process texts in the specific occupational area of fish processing.

Level A Objective: To enable trainees to *identify* different types of preservation processes and their characteristics.

Level B Objective: To *understand* in detail different kinds of salting processes in relation to their products.

Level C Objective: To *apply* the information from the text to a specific problem related to their own context.

UNIT ONE: TEXT

46. AQUACULTURE

FISH PROCESSING/PENGOLAHAN IKAN

A large proportion of Indonesia's fish catch must be preserved by salting, because there are still very few refrigeration and canning facilities in the country. In fact some 75% of the total fish catch, and 90% of the fish caught outside of Java, is treated with salt. Much of this salted fish comes to Java by ship. There have been a few canning factories built, but their product is much more expensive than fish treated with traditional methods. A few attempts have been made to introduce smoking as a method of fish preservation, but it has not yet become popular.

The most common methods of fish preservation are dry salting, salting followed by fermentation to make *ikan peda*, and salting followed by cooking to make *ikan pindang*. Dry salting accounts for the majority of the fish treated.

Salt is not poisonous to bacteria, but it halts or slows bacterial action in the fish flesh by lowering the water level to a point that the bacteria cannot act.

Dry salting can be used to treat almost any type of fish. This and all other methods described work better on fish with a low fat content. Fat oxidises and creates an unpleasant odour and taste. To prepare fish for salting, the fish are first cleaned and washed. Certain small varieties are not cleaned, but are preserved with their stomachs and other organs intact. Large fish must be cut almost in half so that they can be folded out flat. Small slits must be made in fish with thick flesh. The base of the salting container is lined with a two to three centimetre layer of salt. A layer of fish is placed upon this salt, with extra salt rubbed into the stomach cavities. These fish are then covered with a thin layer of salt. The process is repeated until the container is full. A two to three centimetre layer of salt is spread over the top, over which is placed a loosely-woven bamboo lid with weights to press down on the fish. Salt equal to 25-30% of the weight of the fish is used. The salt draws the water from the flesh of the fish and forms a thick brine. Sometimes the fish and salt are placed in baskets and the brine is allowed to run off in a process known as "kench salting". More commonly, the fish and salt are placed in solid containers for 24-72 hours, the larger the fish the longer the period. Then the fish are taken out and the excess salt is washed off with clean water. The fish are then sun dried for one to seven days, with the larger fish requiring the longer time. They are dried on loosely plaited bamboo platforms which can be moved inside when it rains or at night. Each night the fish become wet because the salt draws water out of the atmosphere. The fish are considered sufficiently dry when pressing on the flesh does not release any moisture. The finished product, *ikan asin*, lasts up to three months.

Ikan peda is salted just like *ikan asin*, but is not sun-dried after salting. After the fish are removed from the salting container they are washed with fresh water and air-dried. Then they are set in layers in a box lined with banana leaves. Additional salt is sprinkled on each layer. The top is closed with banana leaves and the box is stored in a cool shady place for a week to ten days until a characteristic smell indicates that the *ikan peda* are ready. The fish are removed from the box and the excess salt is washed off. *Ikan peda* last from two weeks up to two months.

Ikan pundang is a particularly delicious preserved fish. There are several different ways of making it. It is best suited for small to medium size fish, *ikan lemuru* being the most common type used. Most fish are cleaned and washed; sometimes small fish are not cleaned, but treated with their stomachs intact. They are arranged in layers in large clay or copper cookpots, with a thick layer of rice straw in the bottom to keep the fish from burning. An amount of salt equal to about 20-30% of the weight of the fish is spread over each layer. Water is then added until all of the fish are covered. The pot is placed on a fire and the contents are boiled until the flesh around the tails of the fish begins to crack. The water is then poured off and additional salt is spread over the top of the fish. A small amount of water is added and the fish are cooked again for about a half hour, until the water is boiled away. The *pindang* is transported to market in the cookpots. Well made *pindang* can last for up to three months.

Fishermen can also make *pindang* using sea water while still out at sea. Additional salt is not necessary. The pot, large enough to hold 10 to 12 kilograms of fish, is lined with rice straw and then filled with fresh cleaned fish. Sea water is added until the fish are covered, and the pot is brought to a boil until the fish are cooked. The excess water is then poured off. This *pindang* can only last for a few days.

A third method uses steam to cook the *pindang*. The cleaned fish are first soaked in a saturated brine solution for 30 minutes. The fish are then placed one layer thick on bamboo steaming racks and air dried. These racks fit into metal boxes, up to 40 layers deep. These boxes, with steam vents in the tops and bottoms, are placed on top of large pots of boiling water. Every fifteen minutes the trays are rotated so that the tray on top is moved to the bottom and the other trays are moved up one notch. After about an hour of steaming, the flesh of the fish becomes shiny and somewhat hard and dry. The *pindang* is transported to market still in the racks. Although this type of *pindang* can only last one or two weeks, it is popular because of its excellent taste and texture.

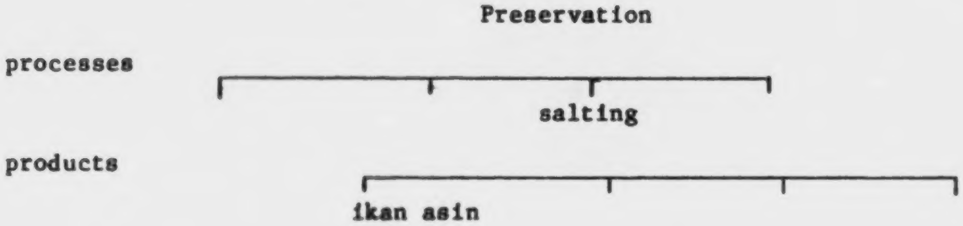
UNIT ONE: LEVEL A ACTIVITIES

SELF-ACCESS ONE:
LEVEL A: SKIMMING

1. What is the text about?

   a. refrigeration
   b. canning
   c. salting
   d. smoking

2. Complete the following diagram:



3. File in the boxes:

Name of salted fish product	Length of preservation

4. Can you guess what ikan means?

UNIT ONE: LEVEL B ACTIVITIES

SELF-ACCESS ONE:
LEVEL B: LANGUAGE
OF PROCESSES

Products	Processes	
	Similarities	Differences
Ikan asin vs Ikan peda		
Ikan pindang vs Pindang laut vs 3rd type of pindang		

UNIT ONE: LEVEL C ACTIVITIES

SELF-ACCESS ONE:
LEVEL C: RECEPT OF
LEVELS A AND B

1. Are there Ecuadorian equivalents of the five different kinds of salted fish product mentioned in the text?

   If so, what are they?

   If not, why not?

   Would such processes be appropriate?

UNIT TWO: TEXT

KEEPER: A REUSABLE, COLLAPSIBLE SHIPPING CONTAINER

UNFORTUNATELY, AN AGED FISH DOES NOT COMMAND A PREMIUM PRICE

Unlike other legendary delights of the world, an old fish is not something people will pay dearly to enjoy. All too often, though, traditional methods of packing and shipping can result in premature spoilage, and fish that will command no price at all - leaving you and your customer out in the cold. This is where we come in. We thought it was high time for a better way.

INTRODUCING THE KEEPER SHIPPING CONTAINER: UNLIKE ANY YOU'VE USED BEFORE

Chances are you've used them all. The cardboard numbers that are conveniently disposable, but get low marks for durability and insulating power. The insulated models that don't get soggy and leak, but cost two days' profits to ship back.

We took all of those advantages and problems into account. And designed a collection of shipping containers that incorporate the best of the past without all the problems. The result is the KEEPER container.

TWICE THE INSULATING POWER OF DISPOSABLES

After all, the three things that count in the fresh seafood business are quality; quality and quality. That's what brings you the highest possible profits. So, the KEEPER is insulated to a minimum of R7, which means you can pack your shipment with less coolant yet they'll arrive cooler and fresher. A fresher arrival means shelf life will be extended. And that increases your possibilities for longer distance shipping with no worries. Even such catastrophes as an unexpected layover or a misplaced carton in some distant airport will no longer be sources of anguish because the contents will remain cool and calm. (And now, so can you.)

IT'S REUSABLE FOR YEARS TO COME

The KEEPER is no wimp. In fact, it's constructed of the very same stuff that goes into bullet-proof glass. Without a doubt it's going to be around through years of stacking, tossing, jolting, even dropping. Specifically it's Lexan panels bonded to a Noryl frame with foam insulation. The result is a resilient, nearly indestructible container that cradles whatever cargo is inside against the cruel realities of air and land travel.

IT'S COMPLETELY COLLAPSIBLE, UNIQUELY RETURNABLE

That's right, collapsible. The six sides are actually individual panels that can be easily disassembled and readied for return - as a compact bundle of lightweight panels that's surprisingly inexpensive to ship. Return is easily guaranteed through a simple credit debit plan. And while it's waiting for return, a KEEPER requires very little precious storage space.

THE ECONOMICS OF IT ALL WILL SURPRISE YOU

Mortgaging your home is definitely not necessary to start using KEEPER containers. We supply them to you on a lease basis. And to date, we have helped every one of our customers achieve substantial savings over the disposable containers they had been using. Your monthly lease price can actually be less than the cost of one disposable container of comparable size. And, of course the more you reuse a KEEPER, the more dramatic your monthly cost benefits become. Add those savings to the benefits of spoilage reduction and broadened markets, and KEEPER containers become even more profit enhancing.

In today's seafood market, the KEEPER is an idea that can add fresh life to your business. For more information just contact a sales representative at:

World Container Corporation
One Appletree Square, Suite 1149
Minneapolis, MN 55420.
Telephone (612) 854-7748.
Or in Seattle (206) 282-(X)77

PROTECTION YOU CAN COUNT ON. AGAIN AND AGAIN.

UNIT 2:

TASK A LEVEL 1

Make a list of the advantages claimed for this type of box.

TASK B LEVEL 2

Using your knowledge of the local situation what storage methods are open to you?

TASK C LEVEL 3

The money is available. You need to evaluate the merits/demerits of this type of box. At present fish is sold to a middleman who keeps stock which is sold to retail outlets. The retail outlets have no freezers. Illustrate the practical and economic advantages of this system over the present system.

Would the KEEPER system help you with this problem? Why and how?

UNIT 2:

ACTIVITIES: TASK A

1. Complete the following table about the KEEPER:

What is it made of.
What is the insulation material?
What is the insulation rating?
Any they disposable or returnable?
What shape are they when full of fish?
What shape are they when they are being returned empty?
How long will they last?
Do you buy them or lease them?
          more expensive)
Is this: about the same) than traditional disposable containers?
          cheaper)
Do you need to use a coolant?
Do they keep fish fresh for a long period?

2. Now decide what the advantages are to the packer:

Weight ....
Transportation when empty...............................
Durability ....
Advantages when storing fresh fish ....
Cost of leasing ....

ACTIVITIES: TASK B

1. Complete the table about your present packing containers:

Weight ....
Method of transportation when empty ....
Durability...
Do they help to keep fish fresh? ....
Cost of each container ....
Disposable or returnable ....

2. Are your present marketing problems concerned with:

The cost of transporting heavy containers.
The cost of packing containers which are only used once.
The difficulty of retrieving empty containers.
The short sales life of marketed fish.
The lack of storage facilities amongst the shopkeepers who buy your fish.

ACTIVITIES: TASK C

1. Write down the following:

Three advantages of using the KEEPER in your market area.

Two of the features of the KEEPER which would not make any difference in your marketing ability.

The major disadvantages of using the keeper system.

Appendix 2: Pre-Course Unit

SELF-ACCESS: USE OF LIBRARY

Reading Strategies: Skimming for location of useful articles

1. Immediate aim:

   To practise skimming trade newspapers for general information in order to locate topics of interest.

2. Long-term aim:

   To practise strategies for making best use of the library and resource centre - learning to self-direct and self-monitor.

3. Pre-requisites (formally taught).

   Awareness of reading strategies, ie:

   a. identify cognate vocabulary;
   b. typographical clues - numbers, headlines, etc;
   c. non-linear information;
   d. predicting from previous knowledge.

   Introduced after approximately 3 hours.

STANDARD EXERCISE 1 (In Spanish)

Skimming a newspaper to locate topics of interest:

1. Name and date of journal.

2. What kind of publication is it?

   a. popular
   b. profesional
   c. academic
   d. educated layman
   e. any other

3. Who reads this journal?

4. What kind of people write the articles in this journal? (Nationality, professional interests, academic status.)

5. Write down the titles of three important articles in the journal.

   Which of these articles is most interesting for you?

6. Write down the names of two areas of interest you expect to be featured in the journal.

   Now identify up to 3 articles which are related to these areas of interest.

7. Look at the advertisements.

   Write down the names of 3 products featured and their names in Spanish.

8. Did you have to use a dictionary to perform the tasks?

Write down no more than six words which you had to translate.

9. Any articles which you found difficult to identify?

Write down the titles of two articles which caused you problems.

Any explanation or reasons for these problems?

10. How long did you take to complete the task:

more than 2 hours
1-2 hours
30-60 minutes
less than 30 minutes

11. If you had the time and the ability, which article would you like to read in more detail?

Photocopy the article and file it for study, later in the course.

9.0 THE BRITISH COUNCIL ENGLISH LANGUAGE TEACHING UNIT, COLOMBO, SRI LANKA

CASE STUDY DESIGN

JIM KERR
STUART GREENHALGH
MIKE FRIEL

SELF-INSTRUCTION READING COMPONENT, DTEO, COLOMBO, SRI LANKA

A. INTRODUCTION

Aims

1. To complement the taught course in the development of those reading skills that the learners will require in their overseas training.

2. To make the learners more independent in their learning modes.

Objectives

1. To develop a collection of reading texts with associated activities at appropriate levels and with a wide variety of relevant topics.

2. To organise a self-access system enabling the learners to obtain maximum benefit from the collection.

3. To provide a framework enabling teachers to select texts and to design appropriate activities for inclusion in the collection.

4. To improve the performance of the learners in those components of the ELTS test which involve reading.

The Learning Situation

1. The students are Sri Lankan civil servants in the 20-40+ age range. They represent a very wide range of specialisms, but typical of the group are: laboratory technicians, textile personnel and agricultural support staff. The students attend full-time English language improvement courses, lasting 10 weeks, at the Colombo DTEO, with a view to following courses of study or training in the UK. These UK courses vary considerably in length (3 months to 2 years); and in nature from 'hands on' practical training to academic courses such as MSc. They cover a very wide spread of subject fields. 90% of these courses are considered to have a sizeable reading requirement.

2. The students' English scores for reading in the ELTS test on entry to the course range from 3.0 to 4.5. The minimum target for reading by completion of the 10 week course ranges from 4.0 to 6.5.

3. At present 13% of classwork is given to reading, using materials which focus on living and studying in Britain. 4-6 hours per week (1 hour per day) can be set aside for additional reading in the self-access mode, in the afternoon.

4. The DTEO is reasonably well funded and equipped. Space can be made available to house materials and for study reading. Teachers' time for materials preparation is somewhat limited and most are inexperienced in the field of materials production.

5. The students are very highly motivated, since studying in the UK is seen as desirable.

Problems

1. Needs analysis:

   a. Little or no warning of who students are.

b. Inaccessibility of information from receiving institutions.

c. Needs related to fairly distant future situation.

2. Materials and methods:

a. Diversity of students' future courses in subject-matter, skills required and length (and possibly in mother tongue).

b. Novelty of the learning mode for both teachers and students.

c. Complex study demands of future UK courses.

B. PROPOSAL FOR A SELF-INSTRUCTIONAL READING COMPONENT

Relationship with the Taught Course

The time devoted to reading within the class-based course is small (13%) and the subject matter relates exclusively to social and academic life in Britain.Scores in the reading component of the ELTS test taken pre-course and post-course have shown only a small improvement. The self-access reading programme should therefore:

a. greatly increase the amount of reading which students do;

b. increase their experience of text types;

c. through the accompanying exercises, develop those sub-skills of reading in which they appear to be weak.

d. cater, as far as possible, for their individual subject fields.

The texts and exercises in the self-access reading component are not, however, seen as 'mock' tests to prepare for the post-course ELTS test. The overall underlying intention is to develop the habit of self-help and independent learning.

Guestimate of Students' Reading Needs

Until a suitable questionnaire for host institutions in the UK has been devised and administered, it is difficult to formulate these needs with total accuracy. In any case it is clear that the reading requirements of each separate course of training/study will vary considerably. Nevertheless, the teachers in the DTEO, in consultation with their students, should be asked to identify typical areas of difficulty before materials production is set in train. Such difficulties might well include some (or all) of the following:

- slow reading speed
- lack of vocabulary
- inabilty to grasp the syntax of lengthy sentences
- inability to understand discourse markers
- inability to skim
- inability to extract the gist (ie distinguish main points from detail)
- inability to locate specific information quickly from a book or journal
- inability to interpret non-verbal information (eg tables, graphs, diagrams)
- inability to recognise the 'architecture' of a text
- 'reading fatigue'
- etc

A reading pre-test is of course another means of collecting useful data. The activities designed to accompany reading assignments should reflect proportionately the students' reading difficulties, once these have been identified.

A Suggested Framework

A large collection of self-access reading material has to be built up as quickly as possible. As the students' specialised fields are so diverse, the bulk of the material must be 'common core', drawn from expository writing in newspapers, journals, text and reference books, reports, etc. 10%-20% of the material could, however, be subject-specific.

The materials should be graded in length and complexity. The following scheme is proposed:

LEVEL 1:	Reading Cards:	text + exercises + answer card
LEVEL 2:	Graded Readers/Pamphlets:	text + exercises + answer card
LEVEL 3:	(Text) books:	text + exercises + answer card

Ideally, all exercises should be self-correcting. Reading units within each level should again be graded in difficulty. As an initial target, 50 units for each level are suggested, with the longer-term aim of building up materials at each level, both to accommodate new fields of specialism and to provide wider choice.

The texts for the reading cards should be extracted from 'authentic' sources, although these could include material written for native-speaking children, where both language and concepts tend to be simplified. The use of ready-made texts would also speed up the production process, especially if they are photocopied.

Suggested Sources of Materials

Some published material already exists, eg the SRA Reading Laboratories (especially the Research Laboratory) and Reading Choices by David Jolly.

If considered suitable, these could be introduced at once, even if only as a stop-gap measure. A more tailor-made collection is of course preferable.

Reading Cards:

- cuttings from local English language newspapers, and from the British press;
- excepts from informational children's books, eg The Children's Book of Questions and Answers; Ladybird books; Macdonald Junior Library; children's encyclopaedias, etc;
- 'fun' materials, such as extracts from Parkinson's Law or Jilly Cooper's How to Survive from Nine to Five;
- training manuals from local and UK sources;
- materials in English which individual students regularly consult in their current jobs and which they themselves would bring to the course.

For reference reading, tables of contents, indexes, bibliographies, etc can be photocopied from suitable specialised textbooks and handbooks. For the interpretation of charts, tables and diagrams, newspapers, textbooks and technical manuals should yield plenty of raw material. Especially recommended are The Book of Numbers (Heron Books) and The Book of Comparisons (Penguin).

Graded Readers

Most of the major British publishers include readers of an expository kind on, say, technical or scientific topics in their reader series. Macdonald Starters and the Macdonald Junior Library titles are simple rather than simplified. These books or pamphlets are short, attractively produced, well supported by illustrations and diagrams and therefore undaunting to the students. The following series in particular are suggested, though there may be many others produced by agencies working in or for the Third World:

Rural Technology Guides (Tropical Products Institute)
Heinemann Science and Technical Readers
Massey Ferguson Farm and Industrial Machinery Training Pamphlets (UK)

Intermediate Technology, 9 King Street, London WC2E 8HW publishes a useful book catalogue and will send book orders by post.

Real Books

These are impossible to specify. Any non-fiction titles in the British Council library relevant to the students' needs and interests will do, whether they are intended for the course members as a whole or for the specialised field of a particular student. 'General' subject matter could, for example, be drawn from areas such as demography, public administration, tropical agriculture, climatology, ecology etc.

Formats for the Materials

The suggested format for reading cards is a simplified version of the SRA Reading Laboratories. A very clear photocopy is made of a piece of 'authentic' text using A4 paper. Related exercises are neatly typed out on a second A4 sheet. The two sheets may then be stuck with dry glue back-to-back on a piece of manila card. Alternatively, the print materials are stuck or stapled inside a card folder, with text on the left, materials on the right. The answers to the exercises are likewise typed out on A4 (or half A4) paper and stuck on a separate card. Manila cards may be heat-sealed for durability. When finished, they can be stored on end in a cardboard box or else in a filing cabinet or in hanging files.

Graded readers should have a cardboard pocket pasted onto the inside front cover, similar to that used by many libraries but large enough to take a card-index or file card. The required activity is clearly typed out on a file card and placed in the pocket. Answers can either be typed on the back of the card or stored in a separate place.

Books can be dealt with in the same way as readers. In addition, students could initially be presented with a library catalogue card in order to locate the book on the library shelves. This card could form part of the work card, which would then be stored outside the book itself.

Types of Task

The exercises or activities devised for each unit in the self-access reading collection should correspond to the reading strategies or sub-skills which the students most need to develop. However, not all the exercises which might be used in class will prove suitable, since each student will normally be working individually and each item in every exercise should have one 'right answer'. Explanations of WHY a particular answer is right or wrong are sometimes useful too. An excellent typology of exercise types can be found in the books by:

Francoise Grellet: Developing Reading Skills (CUP)
Christine Nuttall: Teaching Reading in a Foreign Language (?) (Heinemann)

Interesting exercises can also be found in Keith Morrow's Skills for Reading (OUP) and David Harris's Reading Improvement Exercises for Students of ESL (Prentice Hall).

If a simple (though somewhat limited) formula is required, it is possible to have one main exercise based on aspects of comprehension of the text (possibly with the emphasis on a particular skill); and a second main exercise based on the most useful vocabulary in the text.

Exercises should not be exhaustive, because they also become exhausting for the student. The average student should be able to complete at least one reading card at a single sitting, ie in an hour or less. This gives a morale-boosting sense of progress. Answers to questions should not require much writing from the student, ie short answers are preferable to 'full sentence' answers. Multiple choice type items are usually easier than those requiring a written answer, and incidentally provide indirect ELTS training.

If it is felt that faster reading and reference reading skills need to be developed, these activities should be timed, ie the student records his or her starting time and finishing time alongside the answers. It is beneficial if a typical 'native speaker' time for the same text can also be provided as a means of comparison. As this type of activity should be done quickly, there is a strong case for having separate reading kits for both faster reading and reference skills, alongside the main collection.

The instructions for this self-instructional material must be extremely clear. If there is any danger of misunderstanding, they can well be given in the mother tongue.

Materials Production

The following stages are recommended:

a. the coordinator draws up a specification for the self-access collection, to include reading cards, readers and books. A classification system to cover both topics and levels of difficulty is also prepared.

b. the coordinator discusses the specification (and the proposed system as a whole) with the teachers. Targets are agreed and the work shared out. Sample units (see Appendix 1) will have to be provided to show suitable format and layout.

c. a clerical assistant is instructed to help select raw materials (ie cuttings or photocopies) for the cards which teachers will work on. Teachers select suitable readers and books and then devise the exercises and activities.

d. teachers submit drafts of exercises, work cards and answer cards to the coordinator, who acts as editor. Exercises must be tried out first by a teacher colleague to remove mismatches between questions and answers and other flaws.

e. the coordinator classified edited materials, passes them to a typist, then proof-reads. Each top copy is photocopied, then filed on the 'master' file.

f. photocopied versions are pasted onto cards or folders and placed in the collection. A running list of accessions is maintained and a copy of this list is displayed in the library for students' use. Further copies should be made available to teachers.

g. teachers report on the effectiveness or otherwise of the materials at staff meetings.

h. periodically - eg at the end of each course - the materials in the collection are reviewed, revised where necessary and gaps in the subject field are gradually filled.

i. new units are added regularly at all levels until the collection is felt to be sufficiently large and complete.

Roles

a. Coordinator's:

- to organise pre-testing of all students;
- to conduct a brief needs analysis of each student;
- to explain to the teachers the rationale and organisation of the self-instructional materials and how to help the students to use them effectively;
- to organise with the teachers the production of suitable materials at each level;
- to explain to teachers the notion of a 'study contract' with each student;
- to review and revise materials in order to improve them;
- to organise post-testing of all students.

b. Teacher's:

- to help the coordinator produce the self-instructional materials;
- to agree a 'study contract' orally with each student, stating individual learning targets;
- to explain the purpose and nature of the system to the students and give them some initial practice in class;
- to supervise and assist students as they become more autonomous in self-instructional learning, whether at the DTEO or at home;
- to monitor students' progress and provide advice and help as necessary.

c. Learner's:

- to provide data required by the needs analysis;
- to agree the 'study contract' with a teacher, ie a reading target such as 'x units by day y';

- to record progress made and comments, on the record sheets;
- to increase autonomy of learning as the course progresses;
- to assist any fellow-students having major problems with materials similar to his own.

Administration

a. Classification of materials.

This will be according to topic and to level:

i. Topic: At a later stage, when the corpus of materials is substantial, they will be classified into, say 10 topic areas, eg the environment, science, Sri Lanka, etc with a cross-reference system indicating that an item in the collection is relevant to more than one topic area.

ii. Level: Initially, however, all items in the collection will be colour-coded at one of three levels of difficulty. Where an item is used for reading activities at more than one level, it will be coded for both or all three levels as appropriate.

All items in a unit (whether reading card, exercises or answers) will have a common code number.

b. Storage and retrieval:

Cards will be kept in filing cabinets or in stout cardboard boxes. Graded readers and other books will be on shelves. The organisation of items will be in accordance with the classification system above.

A catalogue of items will be kept. This will initially be in the form of a list. A card catalogue system may be introduced where the size of the collection justifies this. A master copy of all cards and answer sheets will be filed separately, in case of loss or damage.

c. Retrieval:

Learners will be issued with borrowers' cards. When they take an item from the collection, they will write the name of the item and the date on their card and leave it in the place of the item.

d. Answer Cards:

These will be code-numbered and stored separately from the reading or work cards.

e. Record-keeping:

Both learners and teachers will keep records of items used:

i. Student records: These will list the items read and give information as follows:

Title/Classification/Level/Time taken to complete/
Score/Comments about any difficulties

These records could be kept in the form of a chart at the front of the student's notebook.

ii. Teacher's records: These will contain the same sections as the student's and include space for teacher's comments. The information can be copied from individual students' records.

f. Logistics:

i. Setting: A small area of the library will be set aside for storage and use of the collection. Students can do their reading in the same area (or at home).

ii. Equipment:

- a three-draw filing cabinet (or three strong cardboard boxes;
- a small section of library shelving;
- tables and chairs for study;
- laminator or heat-sealer;
- stationery: card, folders, glue.

iii. Staff:

- part-time secretarial help to identify articles, advertisements, etc, in newspapers and popular magazines as possible items for the collection, and to do all typing, laminating and duplicating;
- one of the team of teachers to be available in the library when self-access reading sessions are taking place;
- a team of teachers to prepare the reading materials.
- a coordinator.

iv. Finance: funds for the following would be required:

- secretarial work
- teachers' hours in the centre;
- a collection of graded readers;
- furniture;
- stationery;
- photocopying.

v. Time scale:

- by the end of the first 10-week course there will be at least 50 reading cards;
- a wide selection of graded readers and other suitable books (with related work cards) will be available from the start of the course.

Evaluation

a. Of materials:

  i. By learners:

    - add comments to record sheets, if necessary;
    - discuss problems with fellow-students, the teacher or coordinator, according to how major the problem is.

  ii. By teachers:

    - observe students at work on the materials, recording problems;
    - hold occasional formal and frequent informal discussions with students about the materials;
    - report major faults to the coordinator.

b. Of students' achievement:

  i. pre-test (ELTS).

  ii. continuous in-course evaluation:

    - by students:
      - complete exercises and consult answer key
      - read explanations about why answers are right or wrong
      - complete comments on reading record sheet.
    - by teachers and coordinator:
      - observe students' strategies and progress as they work
      - hold informal discussions with students.
    - post-test (ELTS).

c. Overall:

  i. Meetings:

    - Between coordinator and teachers:
      - initially to iron out problems and overlooked mistakes
      - after 5 weeks to consider students' comments and teachers' experiences to date
      - at the end of the course, together with students, to assess the overall effectiveness of the materials.
    - Report:
      - completed by the coordinator with help from teachers, within two weeks of the end of the course.

Future Developments

These may include:

a. The revision of the classification system.

b. The provision of 'paced readings' (reading while listening to a cassette of the text).

c. Depending on the success of the component and on the completed questionnaires from receiving institutions, the expansion and reorganisation of the materials, particularly in the subject-specific areas.

d. An increase in the number of levels of difficulty into which materials are classified.

A very general purpose of the self-access reading component is to develop the reading habit. If a student is spurred to read an entire book out of interest, he should be encouraged to do so.

Appendix 1

READING CARD: SAFETY

MASSEY FERGUSON TRAINING CENTRE, STONELEIGH

Tractors and General Machines Section

SAFETY

Tractors produce power. Power produces movement. Movement is of many kinds whether of complete machines or components. Movement is a source of DANGER to man. Man must protect himself by exercising common sense, judgement, self-discipline. Above all he must think before he acts.

We teach and practise safety at the Training Centre - but no instructor can be responsible for all the actions of others. So for your own sake, put SAFETY FIRST.

There are many safety rules. They may vary from machine to machine. In the last analysis, all are based on a common sense understanding of the machine and job you are doing. Here are a few of particular importance and relevance during your time with us at the Training Centre. Practise them so you don't get caught out when things start to happen.

1. Always stop the engine when adjusting PTO driven equipment.
2. Never use a machine wtihout safety guards fitted.
3. Never allow a second person to ride a tractor.
4. Stop the engine when talking from the driving position to someone standing alongside the tractor.
5. Reduce speed over rough surfaces, especially when the implement is carried on the tractor linkage clear of the ground.
6. Slow right down when turning corners with a tractor.
7. Always sit down when riding in a trailer.
8. Always couple the foot brakes together when not working an implement.
9. Always drive in HIGH ratio on Multi-Power tractors. Use LOW ratio only when needed. Shift back to HIGH at the first opportunity.
10. Never pull anything from the top link connection on a tractor or from any point above the rear axle centre line. To do so is very dangerous.
11. Always park a tractor in gear and with handbrake ON.
12. Never ride on a plough, cultivator or any implement.
13. When on the road, use the Highway Code.

14. Always keep speeds on the road low enough to allow an emergency stop with safety.

15. Do not wear loose or untidy clothing that can catch on machinery.

16. Always be the master of your tractor and machine. If you are not sure about how to use all the controls, DON'T EXPERIMENT. Ask your instructor. That's what he is there for.

17. Know what you are doing and the consequences of your actions. Never turn a blind eye to fact.

READING CARD: SAFETY **WORKCARD**

WRITE THE ANSWERS IN YOUR EXERCISE BOOK

Answer the following questions or follow the instructions. Use short answers. All the answers are somewhere in the text. Record your starting time before you begin.

Section A

1. How many paragraphs are there in this text?

2. Copy the two lists of Paragraphs and Information into your exercise book and then match each paragraph with the information it contains.

Paragraph	Information
1	Be responsible for your own safety
2	How a tractor turns over
3	Machinery which is moving is dangerous
Diagram	Some safety rules

3. Using your answers to question 2, decide which paragraph contains the answers to these questions:

   a. What must you do when riding on a trailer?

   b. Why, in general, are tractors and other machines dangerous?

   c. How long does a tractor travelling at 2 mph take to rear into a vertical position?

   d. Can an instructor be responsible for the safety of trainees?

Section B

1. Look at paragraph 1 and complete this 'cause-result chain':

	power		

2. In line 3 components means:

a.	complete machines	c.	parts of machines
b.	kinds of movement	d.	kinds of danger

3. In paragraph 3, what do these words refer to?

   a. They   b. a few   c. them

4. Also in paragraph 3, to get caught out means:

a.	to be out at cricket	c.	not to be prepared
b.	to be prepared	d.	not to practise rules

5. Look at the rules and answer these questions:

   a. What must you do before you adjust PTO equipment?

   b. Why is Rule 1 not clear?

   c. When can a second person ride on a tractor?

   d. Find words in another rule which mean the same as slow right down in Rule 6.

e. In Rule 8, couple means: i. separate; ii. make two; iii. join; iv. stop.

f. What does to do so mean in Rule 10?

g. What kinds of clothes are dangerous when you work with machinery? Why?

h. What two things must you do when you park a tractor?

i. What must you do if you don't know how to use a control?

6. Answer the questions in Section A 3 above.

Now write the time again and check your answers, using the answer card.

READING CARD: SAFETY **ANSWER CARD**

Section A

1. 3 and a diagram

2.	1	Be responsible for your own safety.
	2	How a tractor turns over.
	3	Machinery which is moving is dangerous.
	Diagram	Some safety rules.

3. a. 3; b. 1; c. diagram; d. 2

Section B

1. tractors power movement danger

2. c.

3. safety rules, safety rules, the safety rules in the list

4. c.

5. a. Stop the engine (Rule 1)

b. Because it says when instead of before

c. Never (Rule 3)

d. Reduce speed (Rule 5)

e. c.

f. To pull something from the top link connection

g. Loose or untidy clothing; it can catch on machinery (Rule 15)

h. Put the tractor in gear and put the handbrake on (Rule 11)

i. Ask your instructor (Rule 16)

6. a. sit down b. because they move c. 1 second d. no

CHECK IN THE TEXT FOR ANY ANSWERS WHICH WERE WRONG

Appendix 2

READERS: COMPUTERS **WORKCARD**

WRITE THE ANSWERS IN YOUR EXERCISE BOOK

Author: Martin Stares

Publisher: Heinemann, 1984

Answer the following questions. Use short answers. All the answers are somewhere in the text. Record your starting time before you begin.

1. Is the tape drive the same as the tape transcript or are they different?

2. Is the tape drive an input or an output device?

3. How many bits make a byte?

4. Write the following decimal numbers as binary numbers:

   a. 3 b. 6 c. 8 d. 9

5. Give a definition of a time-slice.

6. What does VDU stand for?

7. What does the register of a computer contain?

8. Give three of the functions which computers will probably be able to perform in the future.

Now record your finishing time and calculate how long you needed to complete this workcard. Record this in your exercise book.

NOW CHECK YOUR ANSWERS, USING THE ANSWER CARD

READING CARD: COMPUTERS **ANSWER CARD**

1. The same (p 24).

2. Both (p 24)

3. 8 (p 11)

4. a. 3 = 11 b. 6 = 110 c. 8 = 10000 d. 9 = 1001

5. A time-slice is the very small period of time (used to run a job) (p 42)

6. VDU = Visual Display Unit (p 7)

7. Data (p 15)

8. a. read handwriting c. produce spoken output
   b. understand speech
   c. produce spoken output (p 43)

CHECK IN THE TEXT FOR ANY ANSWERS WHICH WERE WRONG

Appendix 3

BOOKS: A HISTORY OF SCIENCE **WORKCARD**

WRITE YOUR ANSWERS IN YOUR EXERCISE BOOK

Record your starting time before you begin.

Sir William Cecil Damper Cambridge	HS 22
A History of Science	Science
A history of science flavoured with philosophy and religion. Contains section headings in margins. Beware of outdated information.	
Science: History of: Britain	
12 chpts 928	
527 pp DAM	1948

Exercise 1: USING THE CONTENTS PAGE

Look at the contents page and answer this question:

In which chapters will we learn about:

a. Medieval science b. 20th century physics
c. Carl Von Linne; 1707-1778?

Exercise 2: USING THE INDEX

Answer these questions using the index:

On which pages will we learn about:

a. Celsius b. Sodium c. Pavlov?

Now use the page numbers for "Pavlov" to find out which branch of psychology his idead led to:

i. conditioned reflexes ii. associationism
iii. behaviourism

Exercise 3: USING SECTION HEADINGS

In what section of what chapter will we learn about gravitation and relativity?

Exercise 4: COMPARING INFORMATION

When did Mendel carry out his experiments?

When were these rediscovered?

Exercise 5: COLLATING INFORMATION

Name two scientists who reached important conclusions in 1863 about the origin of man.

Now record your finishing time and calculate how long you needed to complete this workcard. Record this time in your exercise book.

NOW CHECK YOUR ANSWERS USING THE ANSWER CARD.

BOOKS: A HISTORY OF SCIENCE ANSWER CARD

1. a. Chapter II ("medieval" is the adjective from "middle ages")

   b. Chapter X (see p 369 "the new physics may be said to have begun in 1895")

   c. Chapter V (we say "18th century" for the years 1700 to 1799)

2. a. p 203 b. p 212 c. pp 334, 334-5 d. behaviourism

3. Chapter: The New Era in Physics

   Section: Relativity and Gravitation (see pp 407-410)

4. a.. 1865 b. 1900 (see p 322)

5. Lyell (see p 271)

   Darwin (see p 283)

These are found by using "Man, origins of" in the index

CHECK IN THE TEXT FOR ANY ANSWERS WHICH YOU GOT WRONG

10.0 THE BRITISH COUNCIL ENGLISH LANGUAGE CENTRE, JAKARTA, INDONESIA

CASE STUDY DESIGN

NICOLE McLEOD
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GENERAL OBJECTIVE

To develop and modify the existing academic writing course in the Jakarta DTEO in order to remedy recognised weaknesses as expressed in the Case Study Document.

RATIONALE AND APPROACH

1. To encourage commitment on the part of the students by requiring them to produce 3 realistic complete texts.

2. To provide students with the opportunity to express their ideas and to draw on their own experiences (to encourage fluency).

3. To maintain an emphasis on accuracy through:

    3.1 formal study of discourse functions (as in original course);

    3.2 responding to individual problems at all levels in the remedial weeks;

    3.3 staged correction of the written work as follows:

    - Write ---- Correct organisation of content (discourse)
    - Write ---- Correct sentence level
    - Write ---- Correct word level

4. Exposure to authentic texts in:

    - the research phase of each writing stage
    - text development lessons

5. Purposeful tasks:

    - complete text production
    - an awareness of the writing process (eg task expectation and audience etc).

DESCRIPTION OF COURSE COMPONENTS

Writing Cycle

To train students in those skills which constitute the writing process. These are:

1. An understanding of the characteristics of, and processes involved in producing academic, written English.
2. Recognition of the requirements of a given task, including:
    - the nature of the task
    - the audience, etc
3. The skills necessary for collection and selection of relevant information.
4. The ability to plan and organise a written text.
5. The ability to develop a written text through selective correction and rewriting.

Discourse Functions

To recognise, manipulate and use effectively discrete functions of written discourse, eg generalisation, description etc.

Text Development

To recognise and analyse the integration of discourse functions in written text and other features of written text.

Review Stage

To review students' production.

Remedial Work

To respond to problems that arise in each stage of the course.

To break up the three stages of the course and provide variety of class activity.

Appraisal and Evaluation

To appraise and evaluate:

- the students' performance
- the course

To advise on the need for further development.

Structure of course (in hours)

	Writing	Discourse Functions	Text Development	Review & Remedial	Total (Hours)
Stage 1	12 (Passage 250 words)	9	0	9	30
Stage 2	19.5 (Essay 500 words)	15	1.5	9	45
Stage 3	37.5 (Project 1,000+ words)	0	7.5	9	54
Other Elements		Introduction to Writing (Stage 1) Appraisal and Evaluation (Stage 3)			4.5 6
		TOTAL HOURS			139.5

Comments:

1. Length of stages: Stage 1 = 4 weeks)
   Stage 2 = 3 weeks) (approximately)
   Stage 3 = 8 weeks)
2. Weighting given to writing increases with each stage.
3. From Stages 1/2 to 2/3 there is a move from Discourse Functions to Text Development.

Outline Timetable

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Course Orientation	Course Orientation	Sensitivity - Spoken vs Writ.	Different Writing Reg.	Course Objectives
2	Intro-Writ Stage 1	Task Setting	DF(1) - General & Exempl	Info Collect & Selection	DF(1) - Gen & Exempl.
3	Organisation & Planning	DF(2) - Simple Description	Writing (1)	DF(2) - Simple Description	Writing (2)
4	DF(3) - Comp & Contrast	Writing (3)	DF(3) - Comp & Contrast	Writing (4)	REVIEW STAGE 1
5	REMEDIAL WEEK				
6	Introduction Stage 2 - Task Typology & Task Setting		Information Collection & Selection		DF(4) - Proc Description
7	DF(4) - Proc Description	DF(5) - Classification	Information Collection & Selection		DF(6) - Non-v sources info
8	DF(5) - Non-verbal sources of information		Planning & Organising		Text Develop (1)
9	Writing (1)	DF(7) - Cause & effect	Writing (2)	DF(7) - Cause & Effect	Writing (3)
10	Writing (4)	DF(8) - Argument & Evaulation	Writing (5)	DF(8) - Argument & Evaluation	REVIEW STAGE 2
11	REMEDIAL WEEK				
12	Introduction Stage 3	Task (*) Proposals	Information Collection and Selection *		
13	Planning & Organisation		Text Development (2)	Planning & Organisation *	
14	Writing Draft (1)		Text Development (3)	Writing Draft (1) (*)	
15	Writing Draft (2)		Text Development (4)	Writing Draft (2) (*)	
16	Writing Draft (3)		Text Development (5)	Writing Draft (3) (*)	
17	Writing Final Version		Text Development (6)	Writing Final Version (*)	
18	REMEDIAL WEEK				
19	Appraisal & Evaluation - Group & Individual				REVIEW STAGE 3
20	ELTS Week			(*) = deadline	

WORK TO BE CARRIED OUT

Writing Cycle Notes:

Introduction to Writing Course:	TN on writing mini-cycle
Task Setting	TN: Including task specification: - choosing books - writing bibliography - choosing two articles - comparing and evaluating TN: Consideration of audience, purpose, expectation, types of writing
Information collection and selection:	Write for University Department book lists Check with BC library Order books TN: Students to choose topic and title
Organisation and planning:	TN: Suggestions: - split reading: label and collate - analysis of organisation of chosen books and comparison - writing notes against headings and locating examples - students write notes on cards and manipulate them

Writing Notes:

Writing 1	TN: First draft Students to concentrate on information and organisation and not on grammar Teacher to focus on fluency Students to write paragraph headings Teacher to stress relevance and students to check back with the title Task for BCELC teachers: Make a correction code/system Guidelines for three stages of correction Advice on counselling students/returning papers Students could correct each others' notes and answer comprehension questions

Review and Remedial Stage Notes:

Activities:	TN: Review Stage: Student presentation of papers, discussions of selected essays, reading exercises based on texts. This will inject purpose and motivation for the writing tasks TN: Remedial: Teachers to collect notes/problem areas throughout the cycle, collect bank of grammar exercises, given new recognition, articles etc. Self-access or pair/group work.

Discourse Function Notes:

To rationalise and improve the existing Academic Writing Course to make it suitable for inclusion in the new course.

INTRODUCTION TO WRITING COURSE: STAGE ONE: (Sample)

1.	Write task titles on blackboard:	Task setting, discussion, prediction
2.	Show students the books and ask them to select appropriate books/ parts of books:	Information collection/selection
3.	Students make notes:	Organisation and planning
4.	Students write/revise/rewrite text:	Writing stage

Teacher - whole class demonstration

Title: Name the part of a coconut grater and explain how they are assembled.

Note-taking format:

PART	ASSEMBLY

Source title: A stirrup-operated coconut grater
Tropical Products Institute
Rural Technology Guide 6 © Crown Copyright, 1980

Further task titles

1. Describe the preparation of wood for making charcoal and state how the draught can be reduced.

2. Draw up a list of safety regulations for operators using a charcoal kiln.

3. Describe the advantages that all these machines have in common. Illustrate your answer by referring to specific machines.

4. Draw up a table listing:

   number of people needed for operation
   type of skilled labour required for manufacture
   types of material needed
   workshop facilities required - well-equipped
   limited equipment
   basic

Use the table to write a description of the construction of various types of intermediate technology.

5. Describe how to make a maize sheller and how to adjust the sheller according to the size of the cob.

Parts and Materials List

TO MAKE THE FRAME		
Materials	Amount required	Measurements
Wood	1 piece	65 cm long x 14 cm wide x 2 cm thick
Wooden dowels or wood screws	14	from 3-4 cm long
Varnish or lead-free paint	1 tin	-
Sandpaper	-	-
TO MAKE THE BLADE		
Metal plate	1 piece	30 cm long x 8 cm wide and from 1-2 mm thick
Wire (suitable for binding blades to shaft)	-	1 metre long
TO MAKE THE BLADE SHAFT		
Wooden dowelling (eg cut from a broom handle) or iron pipe	1 piece	30 cm long x 2.5 cm diameter
ASSEMBLING THE GRATER		
Nails	2	
Washers	2 (to fit loosely over the shaft with / mm to 3 mm clearance)	
Bolts	2 (to fix the grater to a suitable surface, eg a table)	
Rawhide throng strip	1 piece	about 2 metres long x 5 mm diameter
Mosquito netting*	1 piece	100 cm x 30 cm

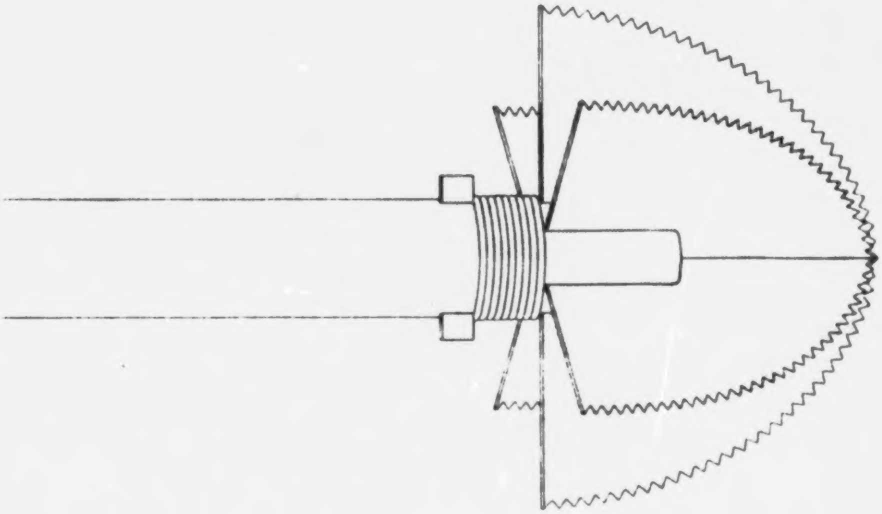
* If you have no mosquito netting, any light material may be used but, in this case, 3 metres of split bamboo will also be needed to make a frame.

HOW TO PUT IT ALL TOGETHER

You have now made the three basic parts of the grater - the frame, the blade and the shaft. The next step is to put the parts together to form the complete unit. This is carried out as follows:

1. Fix the blade on to the Shaft:

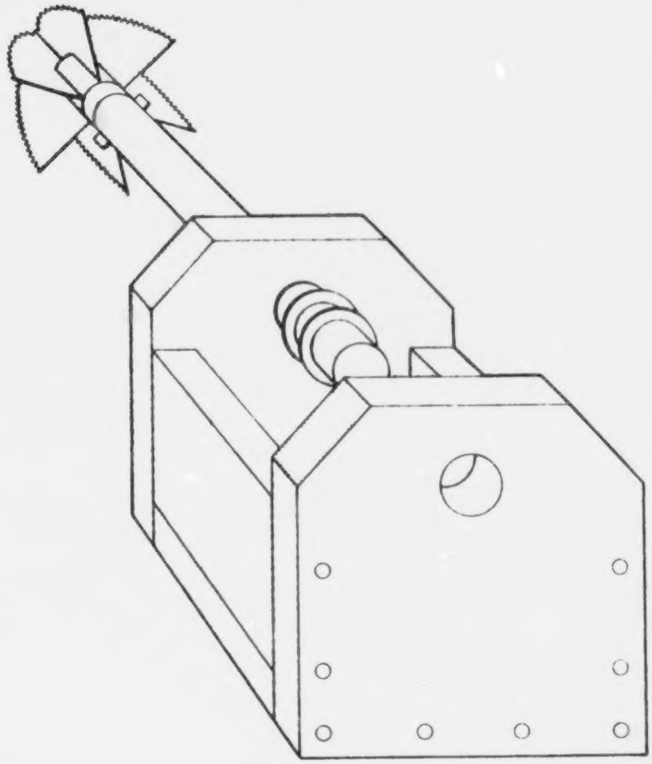
   a. Using the wooden shaft, bind the wire around the shaft as shown in the illustration.



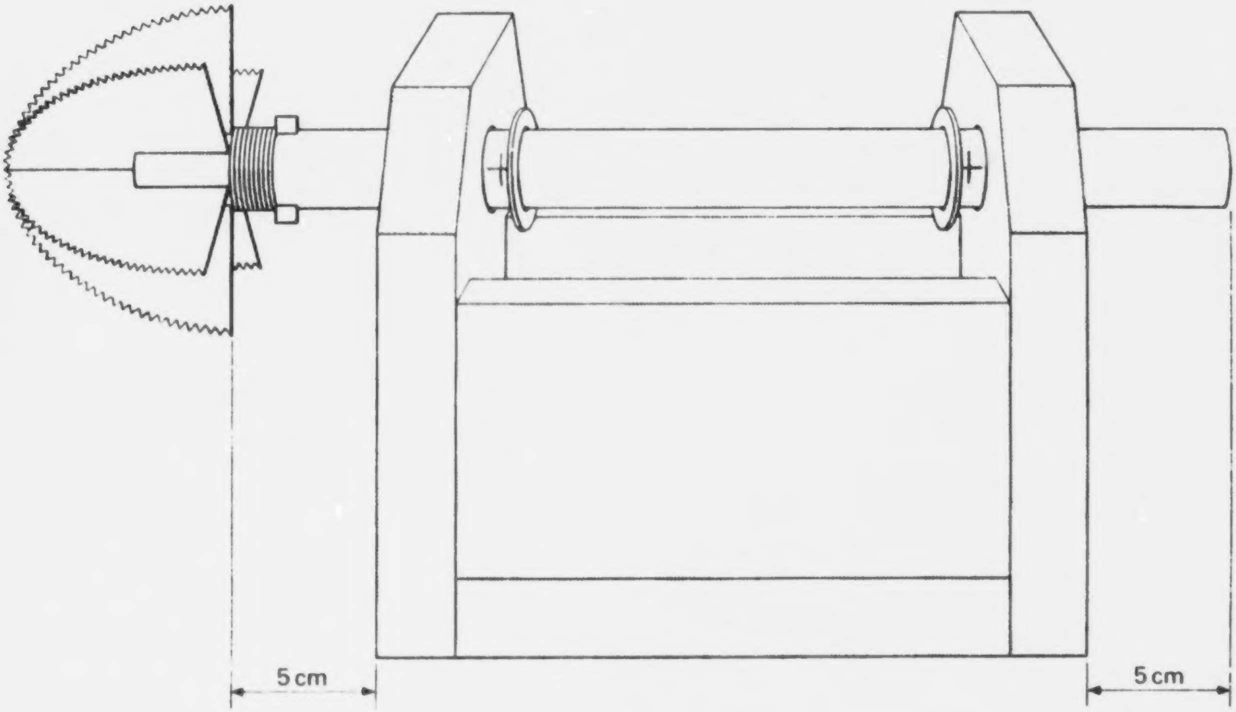
   b. Using a shaft of mild steel made from gas pipe, water pipe, conduit pipe etc of suitable diameter: cut slots (using the blades as a template) as for the wooden shaft. If the parts have been carefully made, it will usually be necessary to use a hammer to force the pieces together (use a piece of wood to protect the teeth). This will result in a rigid assembly. Use the binding wire to hold the blade assembly on to the pipe.

   If the metal can be brazed, this will result in a better tool. Welding at points of contact is advised if welding equipment is available, although neither welding nor brazing is necessary to produce a satisfactory tool.

2. Push the shaft through one of the shaft holes on the grater frame, and put the washers on the shaft:

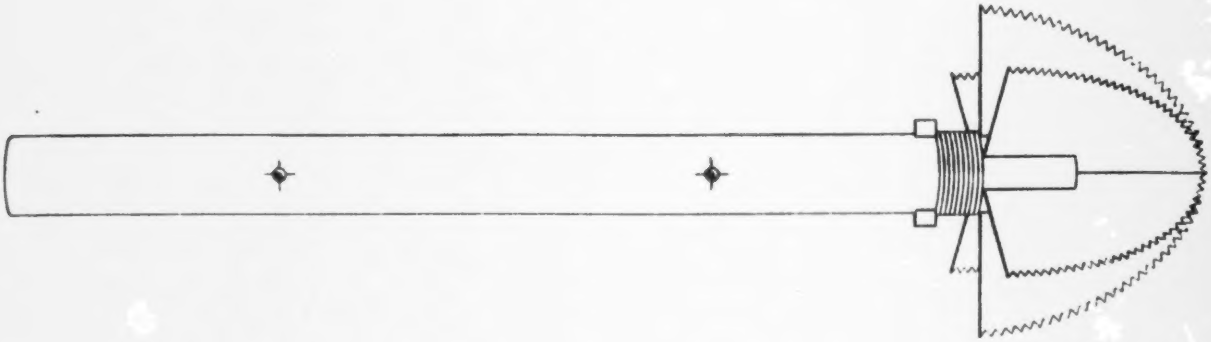


3. Push the shaft through the other shaft hole allowing a distance of approximately 5 cm between the base of the blade, and the end piece.

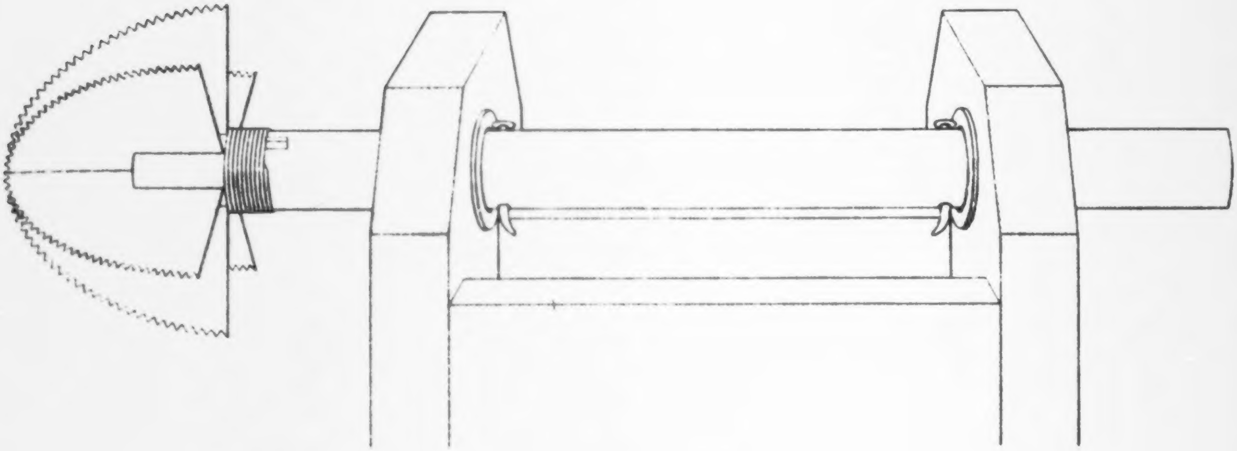


Push a washer up against both end pieces. Mark where to drill holes for the nails so that the nails hold the washers loosely against the ends. The reason for doing this is so that the shaft does not slide more than 2-3 mm backwards or forwards in the frame. Too tight a fit should also be avoided.

4. Remove the shaft, and drill the holes for the nails:



5. Fit the shaft (with the washers on it) onto the grater frame, and insert the nails. Bend them just sufficiently to give a snug fit in the holes.



From: A Stirrup Operated Coconut Grater
Tropical Products Institute
Rural Technology Guide 6

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THE TASK

All training at the Institute of Health Sciences in Oman is in the medium of English. The objective is to design a maths course for trainee nurses and to produce as many components of the course as possible.

The following sets out the course objectives and outlines and includes a selection of the materials to be used in the course. The case study team produced sufficient material to cover approximately 40 hours of the total 90 hour course. However only a representative sample of these are reproduced in this report.

COURSE OBJECTIVES

By the end of the course, the trainee nurses will be able to:

1. tell the time (receptive and productive) digitally, twelve and twenty-four hour;
2. "tell" the date (receptive and productive);
3. read area and institutional telephone directories and ask for numbers and extensions correctly;
4. ask for age and record on Kardex;
5. measure and record on the appropiate charts or graphs:
    - 5.1 height
    - 5.2 weight
    - 5.3 temperature
    - 5.4 pulse
    - 5.5 blood pressure
    - 5.6 respiration
6. Read the doctors' prescriptions and:
    - 6.1 pronounce the names of the drugs correctly
    - 6.2 interpret the abbreviations O, IM and IV
    - 6.3 calculate the number of tablets or amount of solution to be given to match the prescription.
7. For 6.2 above read the instructions on bottles or pamphlets to determine how much water to add for IM or IV injections.
8. Measure dummy amount of drugs using correct cup or syringe.
9. Calculate IV rates and adjust flow accordingly.

COURSE OUTLINE

1. Cardinal numbers 1-12:
   Introduction: visual presentation
   Oral practice, recognition and production

2. Clockface
Presentation: telling time in hours
Fill in blanks on clock face to practise writing numbers
Then look at sheet and produce times
Pairwork: cards (written answers to "What's the time?"
checked with neighbouring pair)

3. Half and quarter hours
Presentation
First clock bingo

4. Teens and tens (up to 60)
Minimal pairs sheet
Same and different exercise

Minutes past and to the hour (distinction between five past and
six minutes past
Second clock bingo

5. Respiration rate
Introduction
Demonstration by nursing tutor
Practical exercise to determine resting respiration

6. Numbers 60-90
See and repeat
Listen and write down
Take pulse rate at rest
Introduction to filling in graphs

7. Numbers up to 200
Team teach with nurse tutor
Pulse rate immediately after short exercise

8. Digital time
Revision of time generally
Use of students' own watches

9. Telephone numbers and extensions
recognition, production (up to six figure numbers)
work on local telephone list with plausible doctors' extensions

10. 24 hour clock
mixed revision exercise on time

11. Dates

12. Introduction to decimals
Presentation to one decimal place only
Teach use of comma for point
Concept of .1 = one-tenth taught through use of thermometer
(need OHT and both scales)

13. Temperatures
Language laboratory sheet of thermometers showing different
readings on both scales
Pair work with nursing tutor; enter results on graph

14. Conceptual unit to practise measuring
    a. measure lines on paper
    b. worksheet to be reproduced by partner
    c. estimates (check with ruler)
    d. measuring other things
    e. measuring personal height
    ("If you think you're between X and Y ....")

15. Weight
    Introduction to kilos and grams
    Guess and weigh

16. General revision exercises
    a. Task 1 Look and Listen
    b. Completion of Kardex and chart/graph after measurement
    where applicable with the following (pairs work):
        age
        height
        weight
        pulse
        respiration
        temperature

17. Metric system
    Revise linear measure
    Revise metric weight (stress use of space and comma instead of point)
    1 000 ml = 1 litre
    1 000 mg = 1 gram

18. Introduction to volumes and quantities
    Conceptualization unit
    Realia input

19. Introduction to dosage measurement

20. Exercises based on paediatric drug sheet
    Jigsaw comprehension
    Information transfer

21. Information gathering from drug publicity.

The following represent a sample of the materials produced by the seminar group.

NUMBERS

1 2 3 4 5 6 7 8 9 10 11 12

Say the following numbers:

7 4 10 1 6 2 12 5 8 3 11 9

Choose a partner and go on to the next question.

Ring the numbers your partner says:

1 2 3 4 5 6 7 8 9 10 11 12

NUMBERS LISTS FOR PAIRWORK PRACTICE

1	2	3
10	9	8
3	4	5
11	10	10
51	3	2
8	8	1
12	12	11
6	7	9
4	5	6
7	6	3
6	7	9
12	12	12
10	9	2
2	8	4
3	11	5
5	1	8

UNDERLINE THE NUMBER YOU HEAR

a.	6	16	60
b.	6	16	60
c.	6	16	60
d.	15	50	
e.	15	50	
f.	4	14	40
g.	4	14	40
h.	4	14	40
i.	13	30	
j.	13	30	

UNDERLINE THE NUMBER YOUR HEAR

k.	15	51	s.	43	34
l.	45	54	t.	22	32
m.	32	23	u.	41	14
n.	14	41	v.	31	13
o.	13	30	w.	25	52
p.	44	24	x.	15	50
q.	7	11	y.	58	48
r.	60	6	z.	46	64

SPOT THE DIFFERENCE

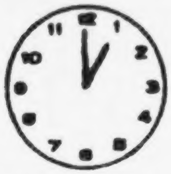
You will hear three numbers. Two are the same. One is different.

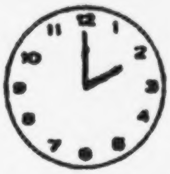
Write down the different number.

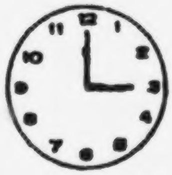
For example, you hear "16, 16, 60" and you write down "60".

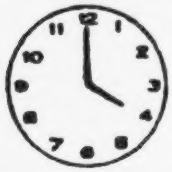
a.	15	50	50	f.	16	16	60
b.	30	13	30	g.	60	16	16
c.	90	90	19	h.	14	14	40
d.	11	11	7	i.	30	13	13
e.	14	40	40	j.	19	19	90

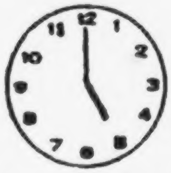
WHAT'S THE TIME?

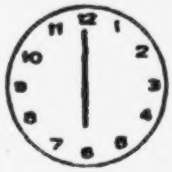

It's one o'clock.

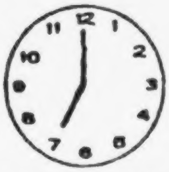

It's two o'clock.

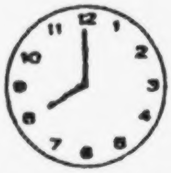

It's three o'clock.

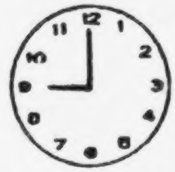

It's four o'clock.

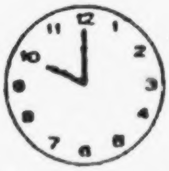

It's five o'clock.

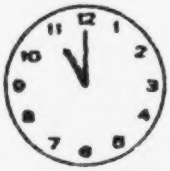

It's six o'clock.

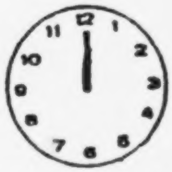

It's seven o'clock.


It's eight o'clock.


It's nine o'clock.


It's ten o'clock.


It's eleven o'clock.


It's twelve o'clock.

Say:

What's the time, please? – It's one o'clock It's seven o'clock
two eight
three nine
four ten
five eleven
six twelve

It's 6 a.m. Good morning! It's six o'clock.
It's 10 a.m. Good morning! It's ten o'clock.

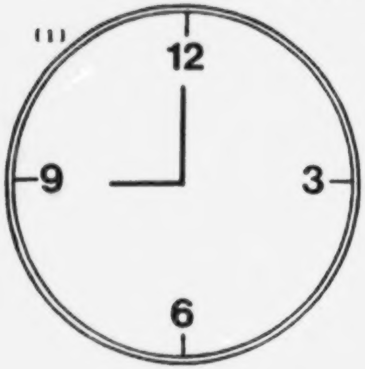
It's 2 p.m. Good afternoon! It's two o'clock.
It's 3 p.m. Good afternoon! It's three o'clock.

It's 6 p.m. Good evening! It's six o'clock.
It's 7 p.m. Good evening! It's seven o'clock.

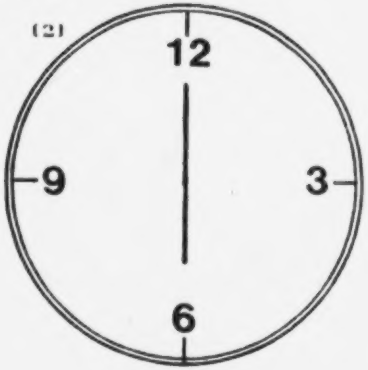
It's 11 p.m. Good night! It's eleven o'clock.

"What's the time?"

(1)



(2)



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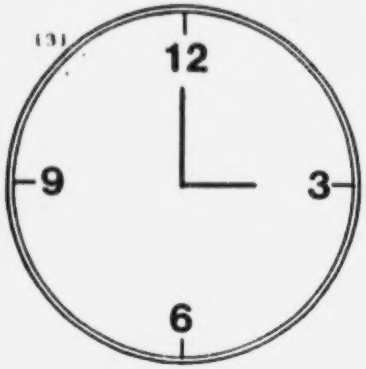

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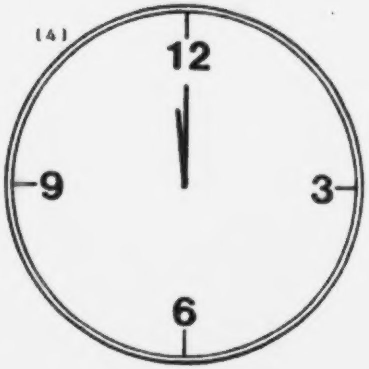

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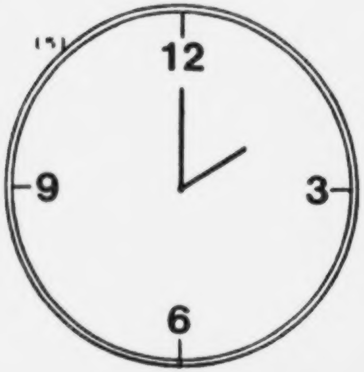

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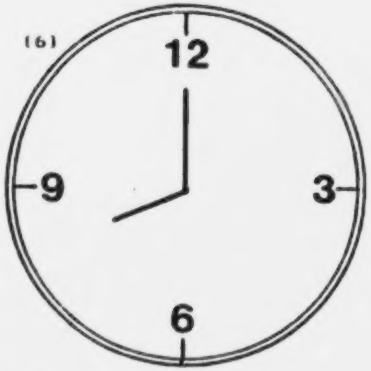
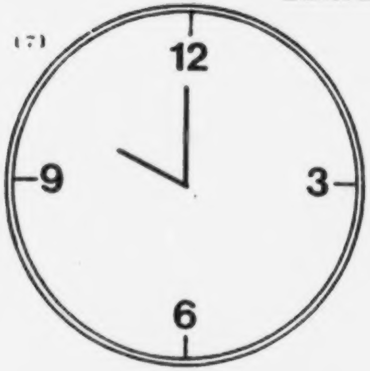


"It's ____ o'clock"

"What's the time?" (2)

(7)



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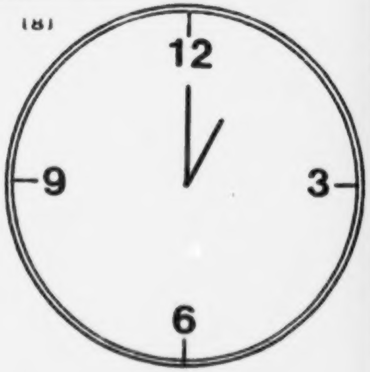

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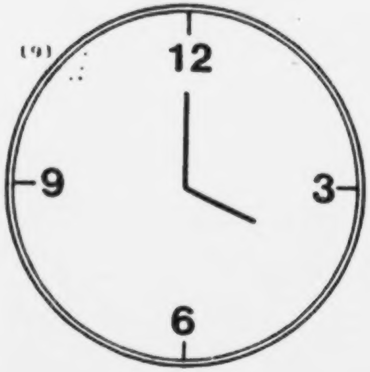

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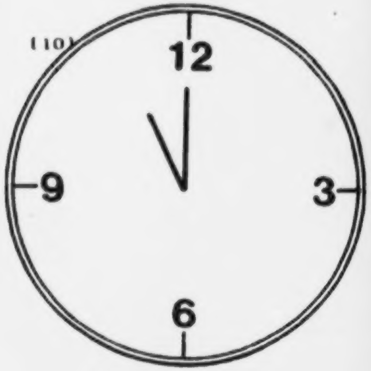

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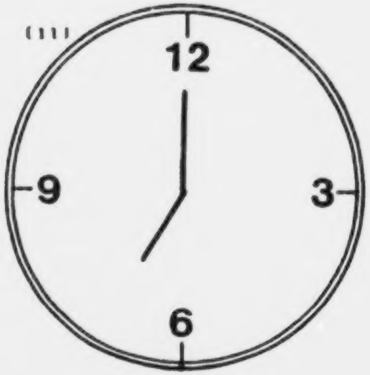

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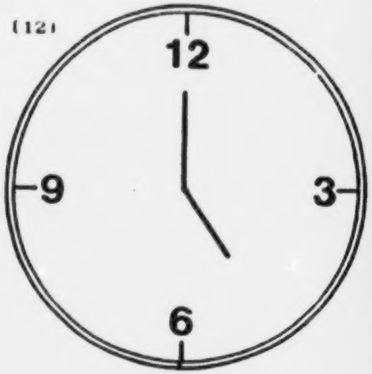
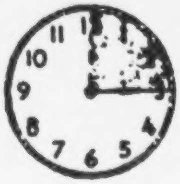


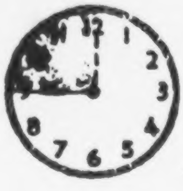
"It's ________ o'clock"

TELLING THE TIME

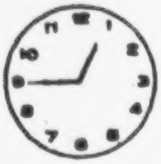
Look at the minute hand on these clocks

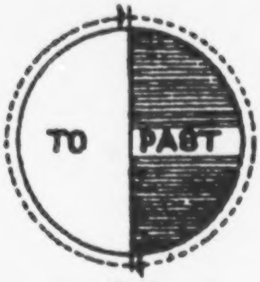


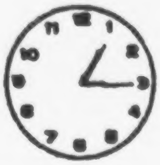
¼ PAST



¼ TO

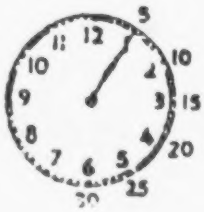




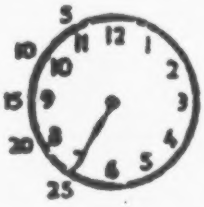


It's a quarter TO one.	It's a quarter PAST one.
It's a quarter to six.	It's a quarter past three.
It's a quarter to ten.	It's a quarter past five.
It's a quarter to twelve.	It's a quarter past nine.

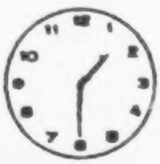
MINUTES



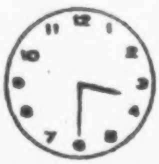
PAST	and	TO
Minutes PAST the hour		Minutes TO the hour



What's the time?

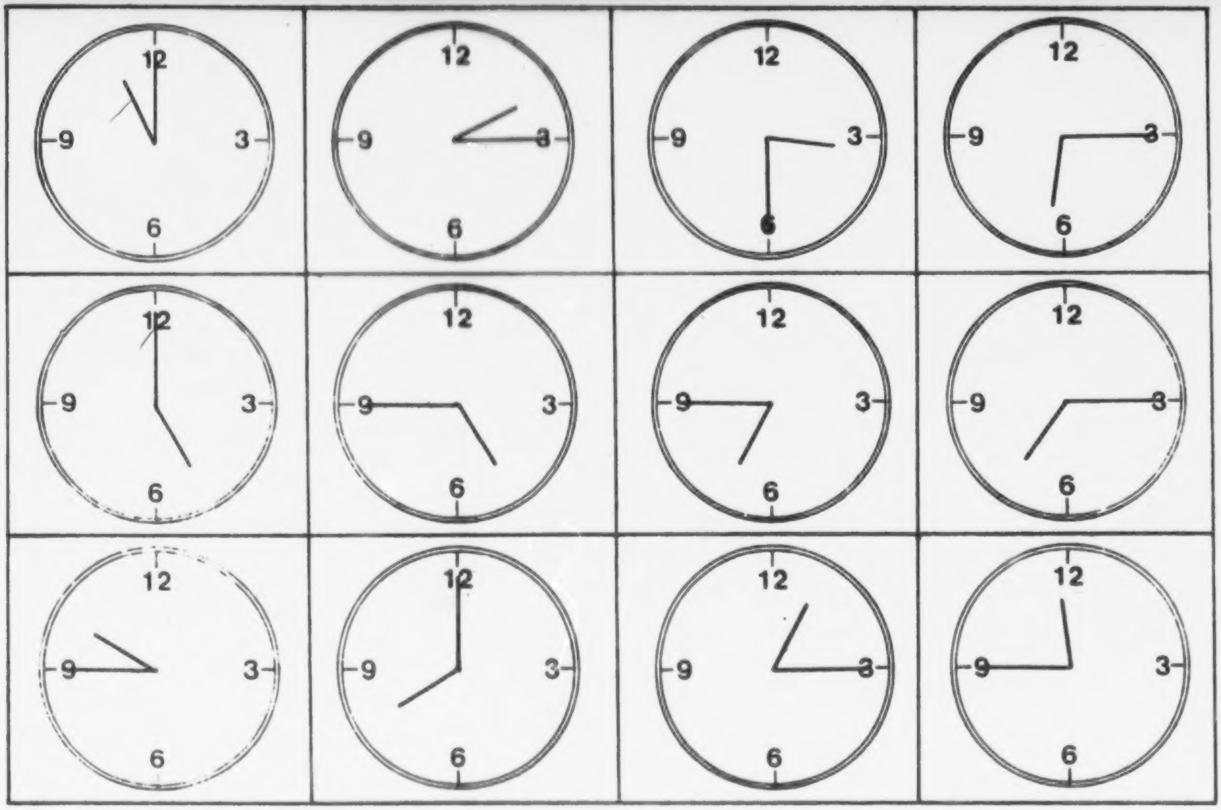


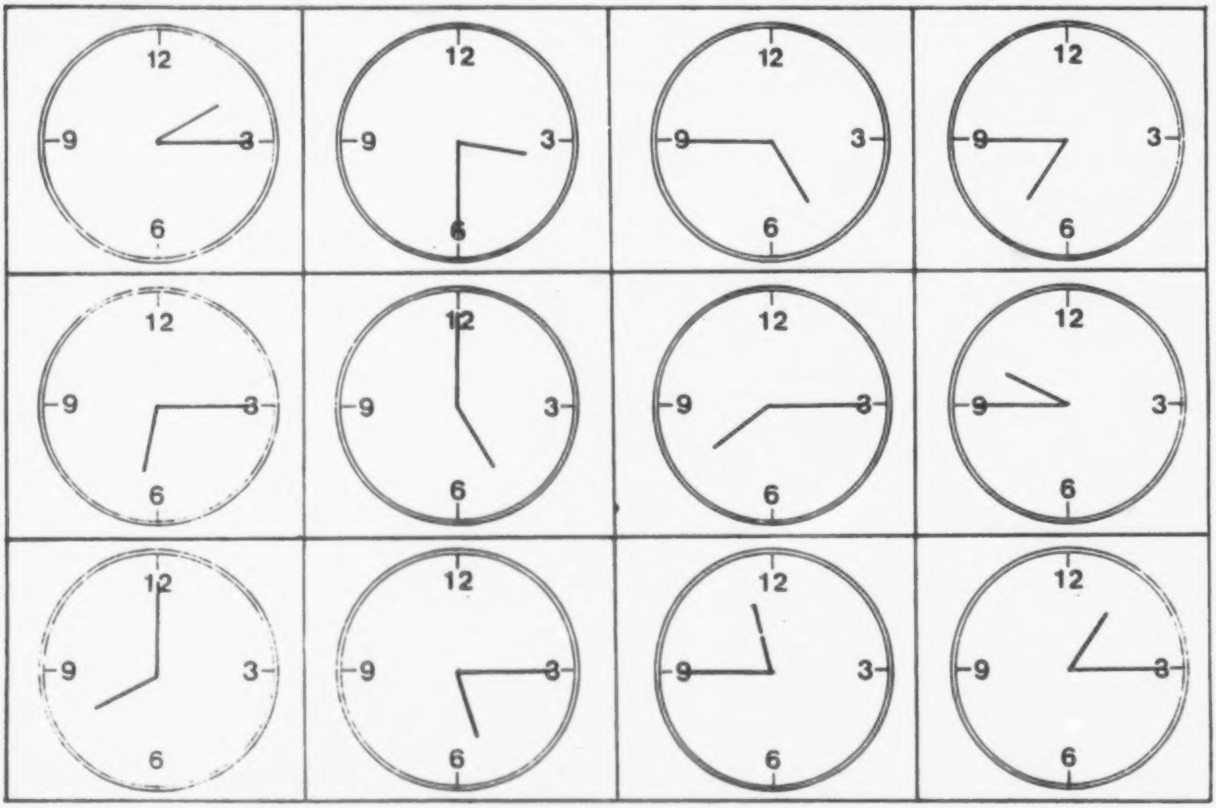
It's half past one.



It's half past three.

It's half past two.
It's half past four.
It's half past seven.
It's half past eleven.





Teacher's checklists for clock bingo

Section 3:

11 o'clock
half past three
five o'clock
quarter to seven
quarter to ten
quarter past one
quarter past five
three o'clock
quarter past two
quarter to five
quarter past six
quarter past seven
eight o'clock
quarter to twelve
quarter to eleven

Section 4

five past two
quarter to three
ten past nine
twentythree minutes to one
eighteen minutes past six
twentyfive to eight
twenty five to six
ten to seven
quarter past one
nineteen minutes past five
thirteen minutes to four
seven minutes to twelve
half past two
six o'clock
nineteen minutes to three

TELLING THE TIME

_____ o'clock

five to _____

five past _____

ten to _____

ten past _____

quarter to _____

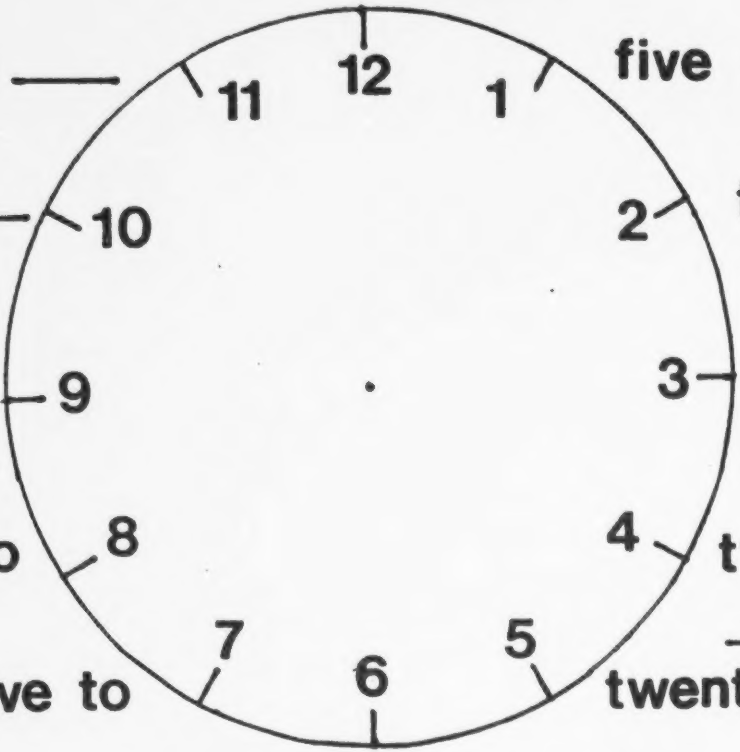
quarter past _____

twenty to _____

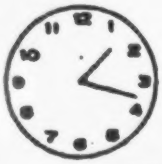
twenty past _____

twenty five to _____

twenty five past _____

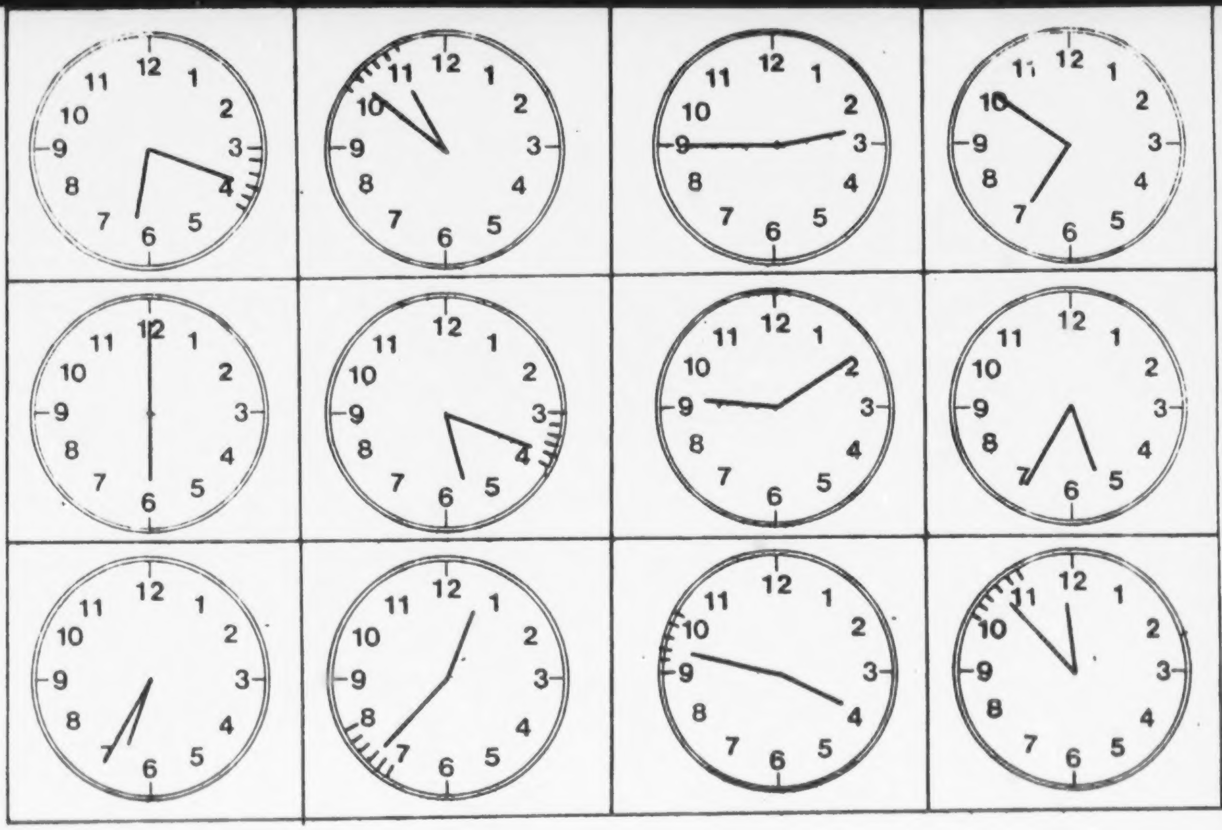


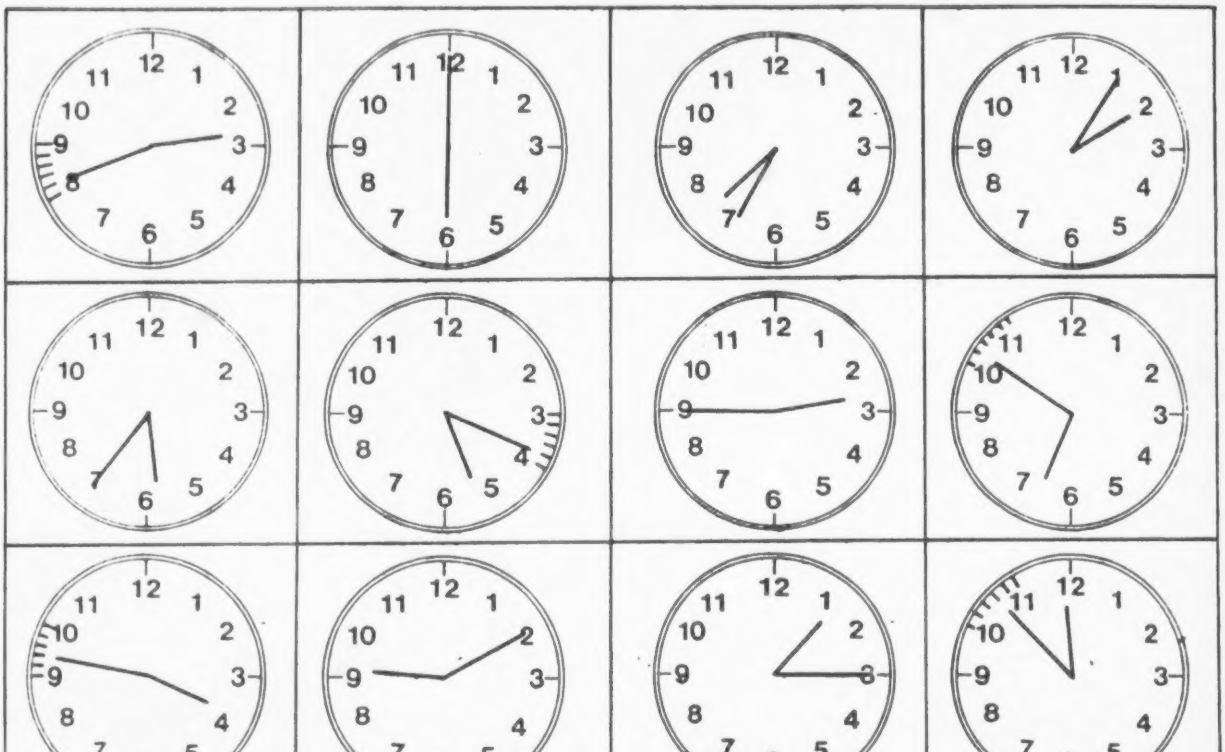
half past _____



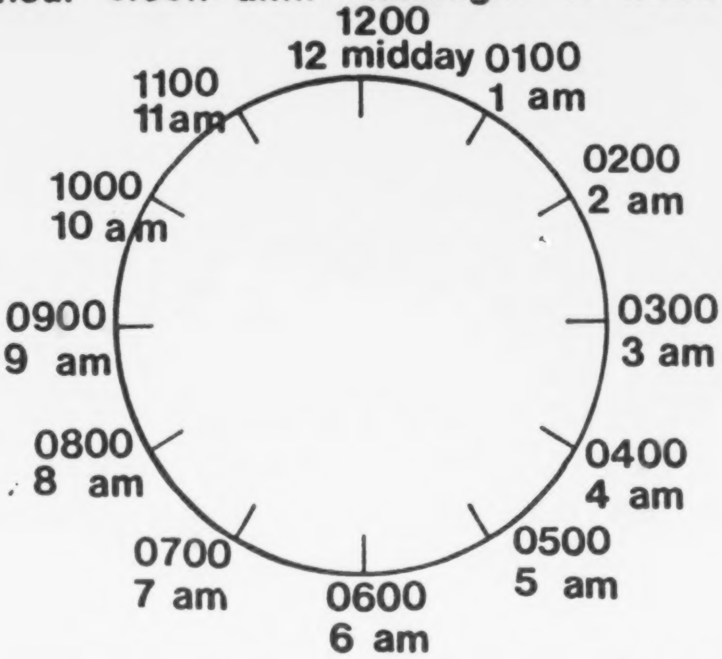
It's eighteen minutes past one.

It's five past one.	**BUT**	It's eight minutes past one.
It's ten to six.		It's seventeen minutes to six.
It's twenty past five.		It's twenty-two minutes past five.
It's twenty-five to nine.		It's twenty-eight minutes to nine.

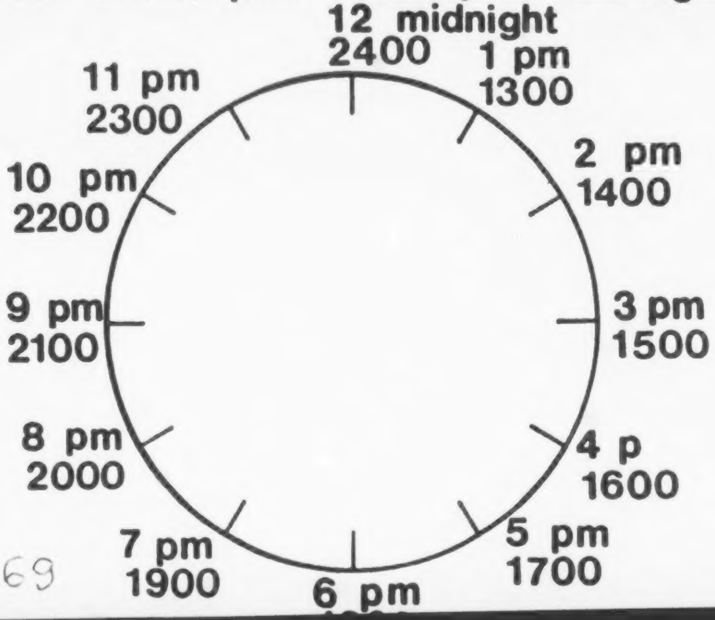




24 hour clock: a.m. - midnight to midday

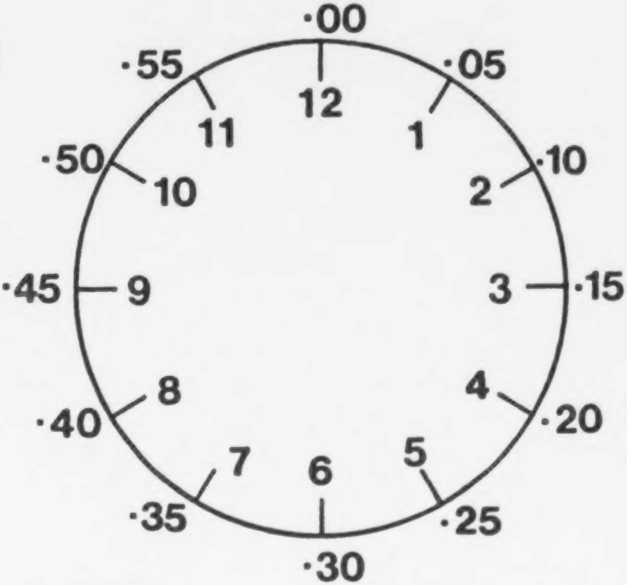


24 hour clock: p.m. midday to midnight

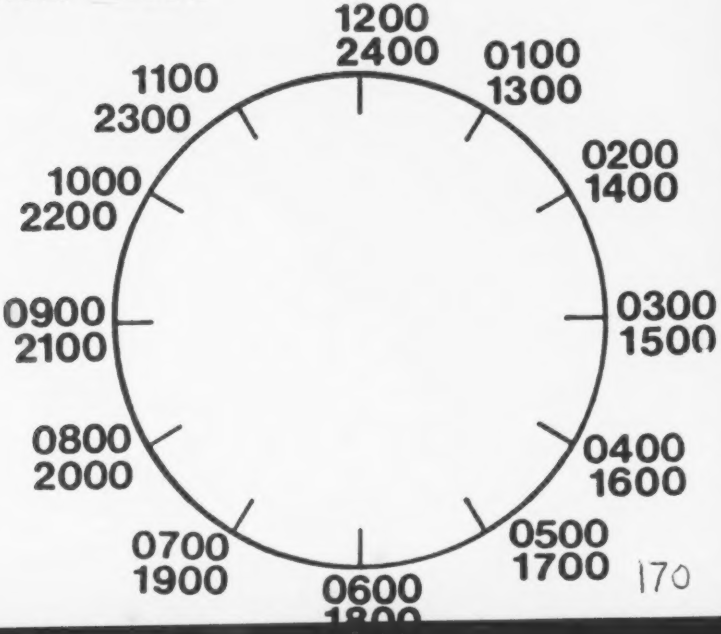


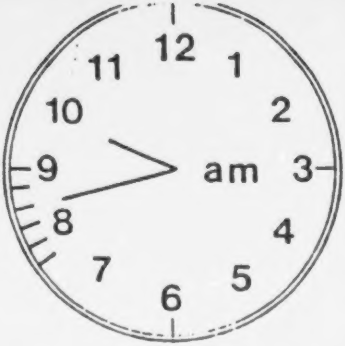
TELLING THE TIME

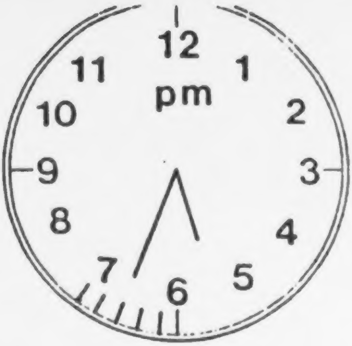
digital time



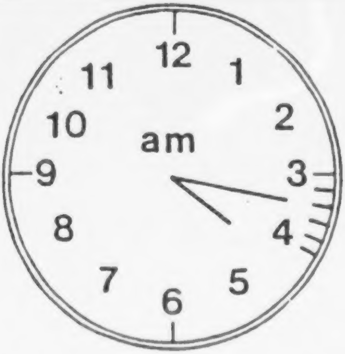
24 hour clock

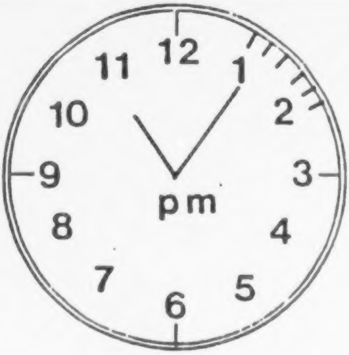




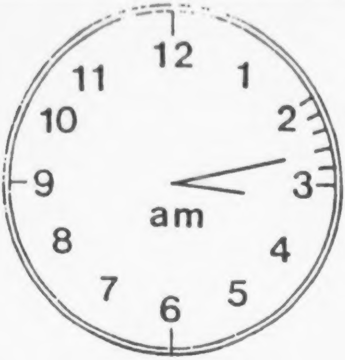


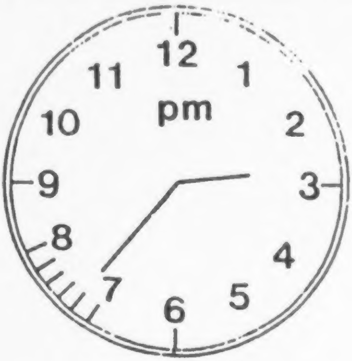
a ____________ b ____________ a ____________ b ____________





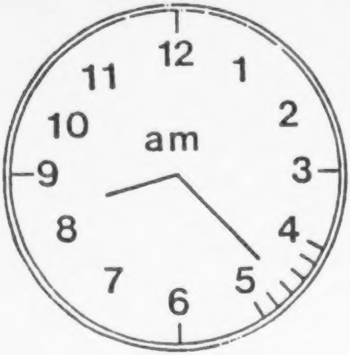
a ____________ b ____________ a ____________ b ____________

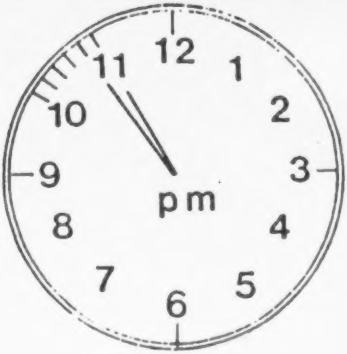




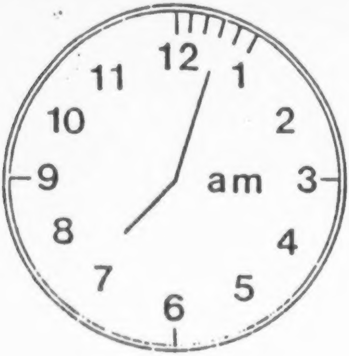
a ____________ b ____________ a ____________ b ____________

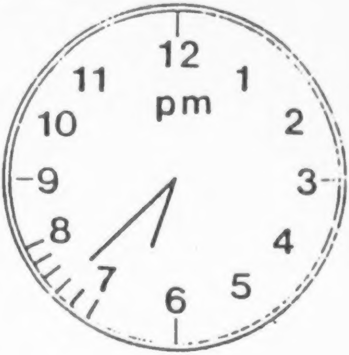
Telling the time: a. digital b. 24 hour clock



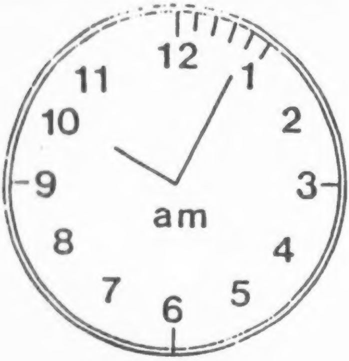


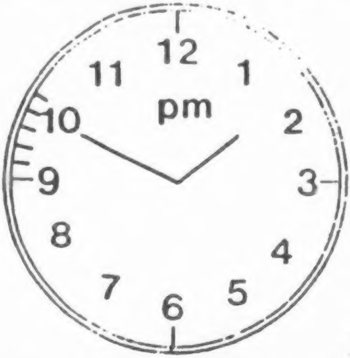
a ____________ b ____________ a ____________ b ____________





a ____________ b ____________ a ____________ b ____________





a ____________ b a b

THE MONTHS OF THE YEAR

January	Jan	July	Jul
February	Feb	August	Aug
March	Mar	September	Sep
April	Apr	October	Oct
May	May	November	Nov
June	Jun	December	Dec

Exercise.

1 The day after Saturday is ______ .
2 The month before May is _______ .
3 The _____ after December is ______ .
4 There are _____ days in a week.
5 Friday is the ______ after _________ .
6 July is the _____ before ___________ .
7 ____ day _____ Tuesday is W____ .
8 There are twelve ________ ____ a year.

DAYS OF THE WEEK:

SUNDAY
MONDAY
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY
SATURDAY

7 DAYS make 1 WEEK

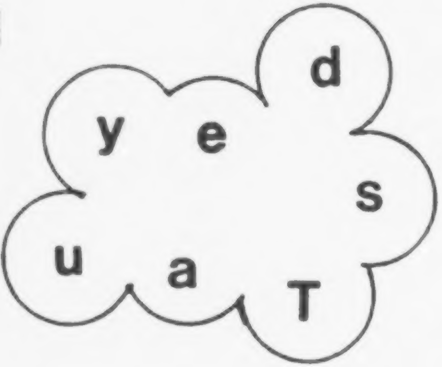
What's today? or What day is it?	Today is Today's It's	Sunday Monday Tuesday Wednesday Thursday Friday Saturday

WHAT'S THE DATE ? or WHAT DATE IS IT ?

1st	first	11th	eleventh
2nd	second	12th	twelfth
3rd	third		
4th	fourth	20th	twentieth
5th	fifth	21st	twenty first
6th	sixth	22nd	twenty second
7th	seventh	23rd	twenty third
8th	eighth		
9th	ninth	30th	thirtieth
10th	tenth	31st	thirty first

WHAT WORD IS IT ?

1



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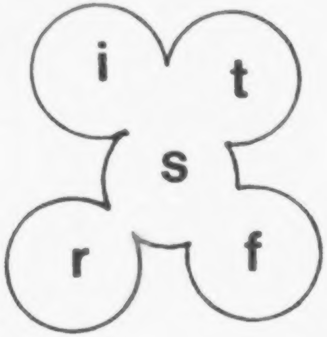

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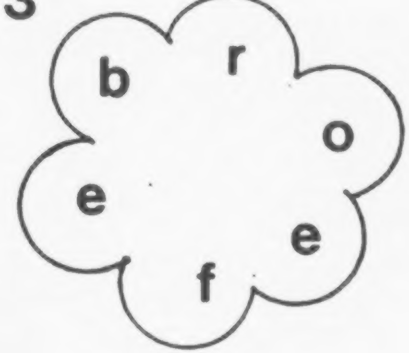

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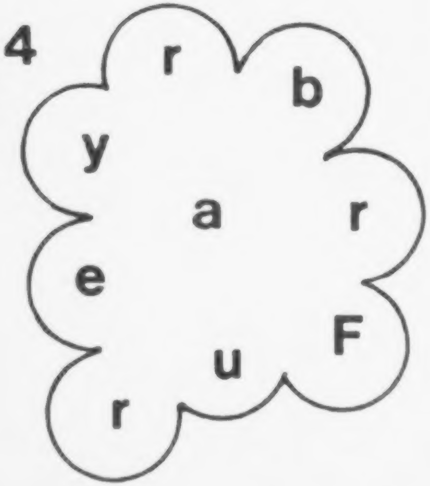

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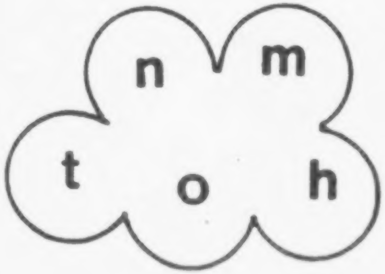

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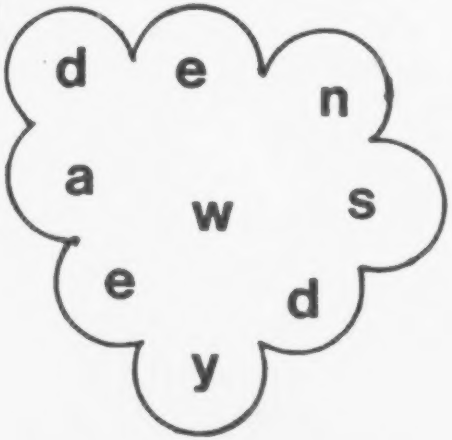


1 ____________________

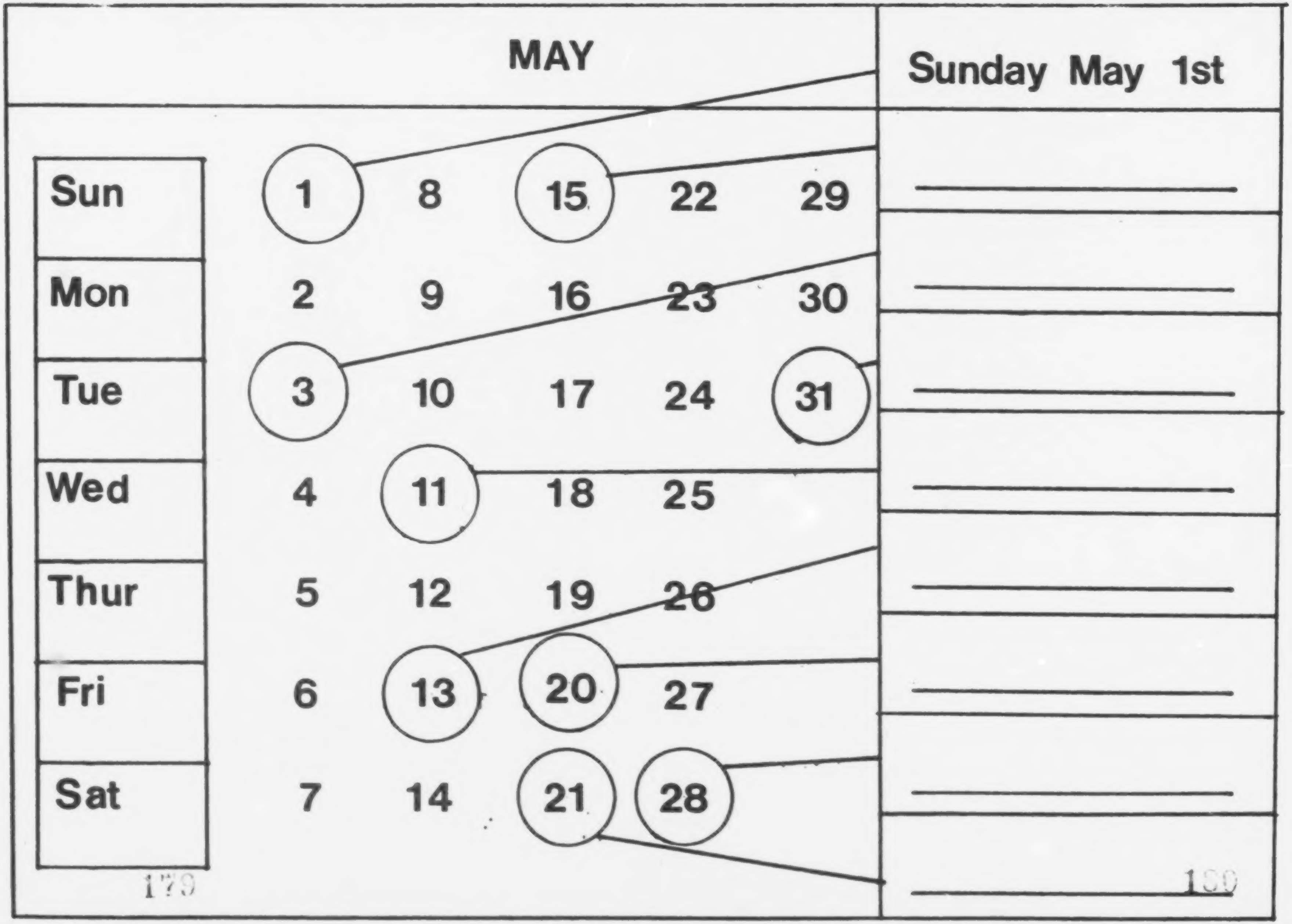
2 ____________________

3 ____________________

4 ____________________

5 ____________________

6 ____________________



	MAY				
Sun	1	8	15	22	29
Mon	2	9	16	23	30
Tue	3	10	17	24	31
Wed	4	11	18	25	
Thur	5	12	19	26	
Fri	6	13	20	27	
Sat	7	14	21	28	

Sunday May 1st

PERSONAL MEASUREMENTS

A. 1. How old are you?

I'm 27

2. How much do you weigh?

70 Kilos

3. How tall are you?

1.65 metres

age 27 yrs
weight 70 kgs
height 1.65 m

4. Now ask your friend about his age, weight and height.
Complete the form on the right.

age	
height	
weight	

5. Now repeat the information like this:

Your age is ____________________

Your weight is ____________________

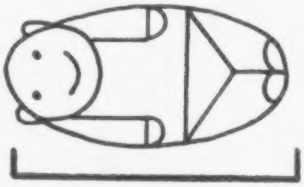
Your height is ____________________

6. **length** How long is this line? ?

It's 7 centimetres long.

or we can say : It's length is 7 centimetres (cms).

7. Tell me about this baby:



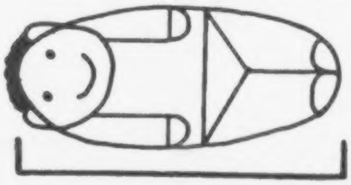
3 weeks — How old is she? - She's 3weeks old.

4 Kgs — What's her weight? - She weighs 4 kilos.

Girl

And her length? - She's 53 centimetres long.

8. Now ask the questions and fill in the form.



6 weeks.

4.5 Kgs.

Boy

age	
weight	
length	

9. Now work with a friend. Your friend is this patient:

Ask questions and complete the form.

age	
weight	
height	

65 kgs
1.59 m
33 yrs

10. Work in groups to complete the form about you and your friends. You need to use the weighing scales and the wall chart.

Notes: Height - Take off your shoes. Stand up straight with your back to the wall. Lay a ruler on top of the head to touch the wall chart.

Weight - Take off your shoes and stand up straight on the scales.

	MEASUREMENT		
	Name:	Name:	Name:
Age in years			
Height in cm			
Weight in kg			

Now complete these sentences about yourself.

1. My _______ is _______. I am _______ _______ old.
2. My _______ is _______ _______. I'm _______ _______ tall.
3. My _______ is _______ _______. I weigh _______ _______.

Task 1. Look and listen:

Ahmed

35yrs.
1.65m.
70.5kg.

Salma

25yrs.
1.5m.
60.5kg.

Salim

25yrs.
1.65m.
65kg.

Said

35yrs.
1.86m.
75kg.

Sabra

15yrs.
1.35m.
35kg.

Abdullah

25yrs.
1.56m.
65kg.

Write your answers here : a) - ____________ b) ____________

c) ____________ d) ____________ e) ____________

f) ____________

Task 2: Look and listen.

Task 3: Look and listen.

Introduction to dosage measurement

Students handle the following:

2 measuring cups

a. 30 ml in 1 mil gradations
b. one side: 2.5 / 5 / 7.5 / 10 ml
other side: 4 / 8 ml

5 syringes

1 ml divided into 80 or 100 gradations
2 ml divided into 0.1 ml gradations
5 ml divided into 0.5 ml gradations
10 ml divided into 1 ml gradations
20 ml divided into 1 ml or 2 ml gradations

Practical activity with nursing tutors:

Pour out various measures
Draw up various measures in syringes

PAEDIATRIC DRUG

Exercise: Ampicillin

Ampicillin power is in a 250 mg vial.

You add 5 ml of water for IV injections

1. Work out the volume of solution needed for the following dosages:

a. 75 mg ____________
b. 100 mg ____________
c. 200 mg ____________
d. 250 mg ____________
a. 500 mg ____________

2. Can you use a cup for each of the above dosages?

3. If you cannot use a cup, what size syringe do you use?

PAEDIATRIC DRUGS

Use the paediatric drugs information sheet to find the following information:

1. Give the form and strength in which Lasix Frusemide is provided ________________________________

2. What is the normal route for Gentamycin? ____________________

3. How much Digoxin is there in a 50 ml bottle? __________________

4. What are the given doses of valium? ____________________

5. How much water do you add to the Benzyl penicillin vial? __________

PAEDIATRIC DRUGS

	Name (Usage)	Strength/Form/Instructions	Route	Doses
1.	Paracetamol (analgesic, antipyretic)	50 ml bottle 120 mg/5 ml; NB: For all drugs draw up in syringe and then transfer to cup if cup has not the correct measure. Cups: (1) 30 ml in 1 ml gradations. (2) one side 2.5, 5, 7.5, 10 mil; other side 4.8 ml	O	60, 90, 120 mg
2.	Ampicillin (antibiotic)	Powder in 250 mg vial. Add 5 ml water 1.2 ml	IV IM	75, 100, 200, 250, 500 mg eg $\frac{5 \times 75}{250}$ = 1.5 ml
3.	Cloxacillin (antibiotic)	Powder in 250 mg vial. Add 5 ml water 1.5 ml	IV IM	250, 350, 500 mg
4.	Digoxin (heart)	Liquid in 2 ml vial. .5 mg/2 ml Liquid in 50 ml bottle .05 mg/1 ml	IM O	.14 mg. 2 x 14/50 = .56 ml .015, .02, .03
5.	Lasix Frusemide (diuretic)	Liquid in 2 ml vial 20 mg/2 ml	IV	5, 20, 40 mg
6.	Chloromycetin Chlorampenicol (antibiotic)	Powder in 1 gm vial. Add 50 ml water		125, 150 mg
7.	Benzyl penicillin (antibiotic)	500,000 units, powder in vial. Add 4 ml water	IV	100,000, 250,000, 350,000 400,000 units
8.	Gentamycin (antibiotic)	Liquid in 2 ml vial. 80 mg/2 ml	IV	5, 8, 10, 15, 125 mg
9.	Hydrocortisone	Liquid/powder in mixer vial 100 mg/2 ml	IV/IM	50, 100 mg

PAEDIATRIC DRUGS

Complete the following table using the paediatric drugs information sheet.

Show your working below the table.

	DRUG	DOSE	VOLUME OF SOLUTION
1.	Hydrocortisone	50 mg	
2.	Gentamycin	10 mg	
3.	Benzy penicillin	100 000 units	
4.	Digoxin	0.02 mg	
5.	Ampicillin	100 mg	

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

PART THREE: SEMINAR OPTIONS

1. The Design of a Distance Learning Course in Spoken English for Sukhothai Open University, Thailand. M Broughton

2. A Task-Based Approach to Language Learning. Dr D Willis

3. Teaching and Learning in Focus. D Higgs

4. Listening and Notetaking: A Gentle Introduction for Malaysian Students. J Y K Kerr

5. English Language Training Support of Agricultural Development Projects for Kano Agricultural and Rural Development Authority, Nigeria. Jack Lonergon.

6. Television English. J Willis

7. ELT Resources in the British Council. C Hampshire

8. The Brazilian National ESP Project. J Holmes

9. Cross-Cultural Communication Differences in the Arab World. Clive Holes

10. The Role of the English Teaching Coordination Unit in the British Council. H Simpson

11. Computer Applications for ELT. P de Quincey

12.0 THE DESIGN OF A DISTANCE LEARNING COURSE IN SPOKEN ENGLISH FOR SUKHOTHAI OPEN UNIVERSITY

MAURICE BROUGHTON

The Design of a Distance Learning Course in Spoken English for Sukhothai Open University, Thailand

1. General Considerations

1.1 Conformity of design with other OU courses and uniformity within the course to facilitate the development of study habits.

1.2 Guidance for the student on ways to organise study time and to experiment with different approaches to the course work.

1.3 Cross referencing between all course components eg support activities such as radio/TV broadcasts.

1.4 Explicitness of explanations and instructions.

1.5 Continuity and development of theme and content.

1.6 Accessible feedback on acceptability of student responses which deals comprehensively with alternative responses and provides cross-referencing within a unit of work and within the course.

1.7 Suggestions on how knowledge/skills can be applied to situations external to the course.

1.8 Development of students' awareness of his progress and ability to evaluate his performance.

1.9 Channels of communication with OU and with other OU students.

1.10 Formal and informal two-way evaluation procedures.

2. Specific considerations in designing a distance learning course that aims to develop speaking skills.

2.1 Adoption of a consistent model for student production while ensuring exposure to a variety of accents.

2.2 Providing a balance between repetition, reformulation and application of what has been learned in new contexts.

2.3 Providing students with practice in initiating exchanges.

2.4 Emphasis on the appropriateness of utterances to contexts and developing sensitivity to levels of formality/informality.

2.5 Providing practice in adopting different roles in an exchange eg giving information/advice, asking for information/advice, correcting, criticising, interrupting.

2.6 Enabling the student to evaluate his own production eg by analysing different levels of performance.

2.7 Providing suggestions on the application of skills practised in real encounters.

2.8 Developing means of evaluaing student success in terms of course objectives.

3. 'Interaction' A two semester OU course for Thai students: rationale and implications for course design and content.

3.1 Demonstrate the value of English as an international language within contexts familiar and accessible to the student.

3.2 Explain socio-cultural and linguistic differences between Thai and English, from a Thai perspective.

3.3 Present the student with situations which enhance rather than diminish his national/cultural identity.

3.4 Provide the student with practice in taking part in spoken exchanges and conversations in settings that are accessible to his immediate experience.

This implies a course design that:

3.5 Concentrates on the use made of English by Thais within Thailand.

3.6 Characterises Thai users of English with whom the student can readily identify.

3.7 Provides practice within a framework of linguistic functions and realisations that will enable the student to take part in exchanges that occur within the national context.

3.8 This framework provides the student with a sociolinguistic map which demonstrates and explains what is acceptable and appropriate in English usage and develops the students' awareness of cultural differences which might strike a discordant note with Thai sensibility and behaviour.

4. The Design of each study unit.

The course comprises fourteen units to be worked through in two semesters (eight months). Each semester the student receives a book of seven work units and seven recorded cassette tapes. There is a weekly radio broadcast featuring supplementary practice and explanation and a fortnightly television broadcast each semester. Regional tutorial sessions are organised twice a semester.

Formal evaluation is by examination at the end of the second semester.

Each unit demands a minimum of fifteen hours study. The introduction to the course presents different study techniques and alternative ways of working through each unit.

The format of each unit is uniform:

4.1 Background information

- Pre-test
- Description of language functions to be developed in the unit
- Explanation of how these functions are realised in English and differences between Thai and English usage.

4.2 Practice Component I

4.2.1 Presentation:

- dialogue - comprehension check - detailed explanation of usage	Print

4.2.2 Practice:

- Listen and repeat - Substitution - Dialogue memorisation - Scrambled dialogues - Dialogues for completion - Dictation	Print & Tape

4.2.3 Interaction:

A series of thematically related exchanges that practice specific functions. Student oral (and written) production is prompted by written aural and visual stimuli.	Print & Tape (radio)

4.2.4 Application:

Presentation of a context for spoken/conversational exchange. The student interacts with characters recorded on tape.	Print & Tape (television)

4.3 Practice Component II

The above format of practice techniques is repeated using different contexts, repeating some language from the previous component but also introducing new language and revising language from previous units.

4.4 End of unit test and answer/explanation section.

5. Presentation and exercise techniques.

Dialogue

Lau Sai Yung from the Lanotex head office in Singapore has arranged a business meeting with Narin. They discuss some problems the company is facing, including competition from other companies.

Lau Sai Yung: Are you sure Kingphet Construction is going to order the rubber tiles from us,

Narin: I think so, but I'm still not sure. Udom has to check with them again.

Lau Sai Yung: He must act more quickly. I don't think he's aggressive enough.

Narin: I'll have to speak to him again, but I'm sure he'll follow this one up. You shouldn't be too hard on him. He's been tied up with a large order for window frames.

Lau Sai Yung: All right. Perhaps I'm treating him unfairly. But we have to get that order.

Narin: I'm quite certain we will. Actually I'm more worried about the aluminium roofing deal. I don't like the way it's been handled. Do you think we still have a chance on that one?

Lau Sai Yung: I'm not sure. We have to compete with Johnson Materials and Senko Roofing, and they're both tough.

Narin: I really object to the way Senko's salesmen operate. I don't think they're honest with the customers.

Lau Sai Yung: Well, in any event, I think we've still got a chance. You have to look at things positively. Well Narin, it's after two. I really must be going. Can I see you again tomorrow morning?

Narin: Yes of course. We've still got a lot to discuss.

Practice

5.1 **Listen and Repeat** (Repeat from the tape)

5.1.1 Are you sure?
Are you sure Kingphet Construction is going to order the rubber tiles?
Are you sure Kingphet Construction is going to order the rubber tiles from us?

5.1.2 I think so.
I think so, but I'm still not sure. Udom has to check.
I think so, but I'm still not sure. Udom has to check with them again.

5.1.3 He must act more quickly.
I don't think he's aggressive enough.
He must act more quicky. I don't think he's aggressive enough.

5.2 **Substitution.** (Listen to the example on the tape and say each sentence aloud substituting the words given.)

5.2.1 I don't like the way he **does his job.**

/arrives late everyday/
/treats customers/
/chairs the meetings/
/speaks to his staff/

5.2.2 I'll have to **speak to him about it.**

/tell him I'm not satisfied/
/ ask him to act more quickly/
/make it clear he can't continue like this/

5.3 **Dialogues for memorisation.** (Listen to the dialogues on tape. Memorise each dialogue. Practice recording the dialogues on a blank tape. Listen to your recording then compare with the original.)

5.3.1 'Are you sure the meeting starts at three?'
'Well I think it does. It was Decha who mentioned it to me.'
'Oh well he usually knows about these things.'

5.3.2 'Are you sure the party is on Thursday?'
'Well I think it is. It was Dara who told me about it.'
'Oh well, she's usually right.'

5.4 **Scrambled dialogues.** (The following are conversations between Mike and Jane and Peter and Jim. Indicate the correct order of the utterances and then listen to the tape.)

5.4.1
- Yes, I know, but tonight there's a meeting of the English club.
- I wonder if Dara will come to the party?
- Well, she can always come later, after the meeting's finished.
- I'm sure she will. You know how she loves parties.

5.4.2
- Well, I bet Narin will manage somehow.
- You can be sure he will. He's put a lot of work into the contract.
- Yes, I know, but there are a lot of competitors.
- I wonder if Narin will get the contract for providing rubber tiles?

5.5 **Dictation.** (Listen to the dialogue on tape. Then write down the dialogue in your book. Use the pause button after each phrase. Record the dialogue you have written on a blank tape. Compare with the original.)

Interaction

1. (Listen to this conversation between the Director and his staff during a company meeting. The Director is not satisfied on several matters and the meeting is an occasion for reprimanding the staff without giving them a chance to express their opinions.)

Director: Now, I think you know why I've called this meeting.

Sales Rep: I think I have a fairly good idea.

Director: I'm not at all satisfied with our sales figures over the past six months.

Sales Rep: Well Sir ...

Director: And I don't like the way our advertising is being handled.

Ad Manager: Actually Sir ...

Director: Another thing I'm not at all happy about is our accounting procedure.

Chief Accountant: Well, now you mention it ...

Director: But what I really resent is the criticism that I've heard, that I don't give you the opportunity to discuss things with me.

All: Well Sir ...

Director: If I hear any more criticism of this nature, you'll all be looking for new jobs. Is that clear?

All: Yes Sir.

2. (Now listen again and copy into your book the phrases used by the staff members.)

3. (Listen to this reprimand from your own boss. Try to interrupt by saying aloud the phrases you have written above, following the same order.)

I think you know why I've asked to see you.
I'm not at all satisfied with your progress over the last few weeks.
I don't think you're working hard enough.
And I'm not at all happy about your lack of punctuality.
But what I'm most concerned about is the example you set the other staff.
If things don't improve you'll be looking for another job. Is that clear?

4. (Listen to the example on tape. Then form questions with the words given. Say the question aloud when you hear the bell and listen to the answer.)

Example: Rachanee/like/this necklace.

(Bell) 'Do you think Rachanee will like this necklace?'
'I doubt it. She's very hard to please.'

4.1 Dara/come to/party tonight

(Bell) 'Yes I'm sure she will. She never misses a party.'

4.2 Narin/satisfied with/this month's sales figures

(Bell) 'I doubt it. He's very hard to please.'

4.3 Decha/go to/seminar in Singapore

(Bell) 'I'm certain he will. He's booked the flight already.'

4.4 Dara/get/scholarship to study in the States

(Bell) 'I'm not sure. She hasn't been studying much recently.'

4.5 Rachanee/go with Narin/to Hong Kong

(Bell) 'Of course she will. She wouldn't miss such a perfect opportunity to go shopping.'

5. (Listen to the answers in exercise 4 again. If the answer shows the speaker is certain, write the word 'certain' in the space provided, if not write 'uncertain'.)

6. (Listen to the comments on tape and after each say aloud whichever of the following you consider most appropriate:)

a. I don't think you should be so hard on him/her.
b. You shouldn't have told him/her that.
c. Excellent. I am pleased.)

6.1 I've just heard that Dara was accepted at Kingston College.

6.2 I told her I was surprised because she certainly hasn't been studying much recently.

6.3 She seems to spend most evenings going to parties. She'll have to work harder in the States.

6.4 I've just had a row with Khun Warin. I told him he was the worst boss I'd ever worked for.

6.5 I don't like the way he treats his staff. It's inhuman.

6.6 Anyway, what I said obviously had some effect. He said he was going to apologise to everyone at the next meeting.

7. (Using the prompts in Thai, write answers to the questions in this exercise. Practice recording your answers on a blank tape. Listen to your recording. Then listen to the questions on tape and say your answer aloud.)

7.1 Do you think Dara will work harder when she gets to the States?

7.2 Do you think she will enjoy studying there?

7.3 Would you like to study in the States?

7.4 Do you think the director should apologise to his staff?

7.5 Do you think he has the qualities of a good director?

7.6 Would you like to work for him?

Application

1. (Read the following information and then reprimand your colleague using the phrase **'I really don't think you should'**. Practise saying the reprimand aloud then listen to the reply on tape.)

1.1 John attended a meeting of the English Club at college and kept talking to his friends during the lecture given by the guest speaker.

You: John, ...

John: Oh really? I didn't realize that I was causing a disturbance. I hope the guest speaker wasn't offended. I suppose I ought to apologise to him.

1.2 Peter shouted at his secretary in front of her colleagues.

You: Peter, ...

Peter: Oh, do you think I was too hard on her? I'm afraid I really lost my temper. I didn't mean to get so angry. Anyway, I'll try to make it up to her.

1.3 Sally went to teach at a Thai college wearing a very short dress.

You: Sally, ...

Sally: Oh, in the States this dress wouldn't be considered short. Still I've noticed that Thais dress very conservatively, particularly for work. Well thanks for letting me know. I'd better get some more dresses made. I'll keep this one for parties.

2. (Listen to the conversations on tape then answer the question that follows.)

2.1 Peter: Hello Narin, are you going to the sales meeting at ten tomorrow?

Narin: Of course I am. I'm chairing it.

Question: Is Narin going to the sales meeting?

You: ....

2.2 Sally: Hi Dara. Are you going to the English Club meeting tomorrow evening?

Dara: Well, I don't really know. I haven't quite decided yet. You see I got an invitation to go to a party at John's, and I wouldn't like to miss that.

Question: Is Dara going to the English Club meeting?

You: ....

2.3 Lau Sai Yung: Narin, are you sure Kingphet Construction is going to order the rubber tiles from us?

Narin: I think so, but I'm still not sure. Udom has to check with them again.

Question: Does Narin think Kingphet Construction will order the rubber tiles?

You: ....

3. (Give advice to a colleague based on the information in the frame. Listen to the colleague's question on tape and give your advice aloud.)

Situation 1.

A 24 year old American teacher called Sally is wearing a brightly coloured dress. It's very attractive and cut quite short, some way above her knees. She wants to know if it would be suitable to wear when she teaches Thai college students.

Sally: I'd like your advice. Do you think I should wear this dress when I teach at college?

You: ....

Situation 2.

A young American engineer called Peter is wearing a clean white shirt and jeans and a pair of rather old sandals. (Unfortunately his feet look a bit dirty.) He wants to know if he is dressed suitably to go to a meeting with the director of a construction company.

Peter: Look, I'm not sure how Thais dress for business meetings. Do you think this is all right?

You: ....

Situation 3.

A businessman from Canada, Mr Palmer, has been invited to dinner at the home of Narin and his wife. He has bought a bunch of flowers and wants to kow if it is an appropriate gift to take to Rachanee.

Mr Palmer: I'm not sure if Thai people take gifts when they are invited to dinner. Do you think these flowers would be a suitable gift for Khun Rachanee?

You: ....

4. (Take part in a conversation with Peter using the information given in Thai. Listen to the tape and say your part in the conversation aloud.)

Peter: Do you think Dara will go to John's party tonight?

You: (You are uncertain.)

Peter: Oh, why?

You: (There is an English Club meeting.)

Peter: Well, she can always go to the meeting first and then come to the party when it's over.

You: (Dara would arrive late.)

Peter: That won't matter. It will be better than missing the fun, and she's always late in any case.

13.0 A TASK-BASED APPROACH TO LANGUAGE LEARNING

DAVE WILLIS

This presentation outlined the thinking behind a three part English Course which Dave and Jane Willis are currently writing together with the English Language Research Department at the University of Birmingham and Collins publishers. The methodology outlined here is based on Book 1 which is designed for young adult remedial beginners.

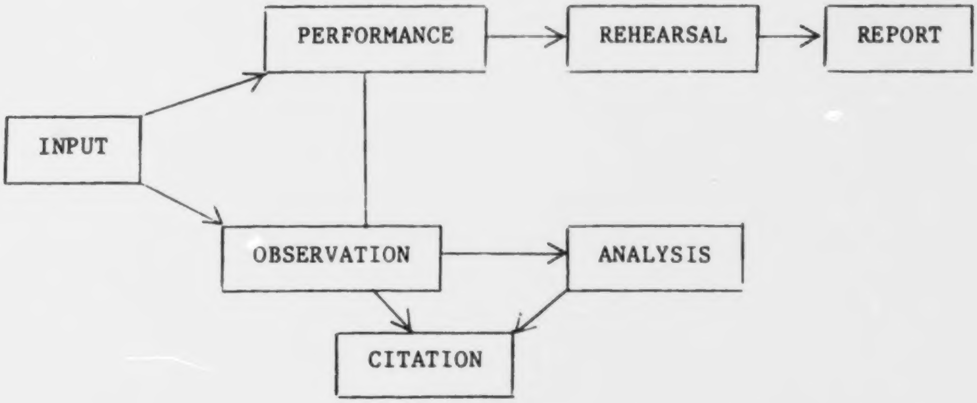
There is now a widespread acceptance of the value of communicative methodology and a belief that students best learn a language by using that language to do things - to play games, solve problems and exchange information - rather than simply produce samples of language. There are, however, three closely related questions which are regularly asked when one proposes a task-based approach to language learning:

1. What about formal accuracy? How can we be sure that students will move towards something approaching standard English, that they will not simply be content with a 'classroom dialect' which works well enough in performing tasks which have a specific outcome but which bears only occasional resemblance to 'standard English'.

2. What about grammar? What provision is made for an ordered focus on the grammatical system of the language? It is all very well to expect students to acquire language but should we not try to find some way of directing or sharpening that acquisition?

3. How is the syllabus defined in linguistic terms? It may not be very satisfying for students simply to go through a series of tasks, however interesting. They often want, very reasonably, to know what they are learning and why. Usually the language teacher also has an institutional responsibility to state learning objectives in linguistic terms. How else are teachers to be held accountable?

The following model was proposed as a representation of a methodology which would answer the first two questions.



The methodology centres round the PERFORMANCE of a task. In Book I Unit 2, for example, students are required to question a partner and complete a family tree showing the partner's parents and either his brothers and sisters or his children. Students will be given some lexical input to help them with this task They will work through a related task with the teacher to give them exposure to such essential words as father, mother, brother, sister, name, is called and so on. They will then carry out the task.

At this stage they can use any language they wish to achieve the defined objective. Inevitably much of the language used by remedial beginners will be ungrammatical. The teacher must accept this. There is no place for correction or focus on formal accuracy at this stage. The students know, however, that the PERFORMANCE of the task is not the end of the cycle. They will later be required to REPORT the results of their findings to the rest of the class. The REPORT is a communicative event of a very different kind from the PERFORMANCE. The circumstances of communication during the PERFORMANCE are:

Private:	Students are working in pairs, both of them very much taken up with the task in hand.
Spontaneous:	Language is used in response to a problem to find a solution to that problem. It is, to use a well known term, exploratory language.
Ephemeral:	No record is taken of what is said. All participants are involved in exchanging messages. They do not have time to take note of the form of the message.

In the case of the REPORT on the other hand the circumstances are:

Public:	Classrooms are public places. The class and the leader are a public audience. They are listening as outsiders rather than insiders.
Rehearsed:	Students have had time to reflect on what they want to say and how they want to say it. It is a considered statement.
Permanent:	The teacher is part of the audience and teachers take note of the language used by pupils.

The circumstances of the REPORT are such that they demand that a good deal of attention be paid to the form of the message as well as its content. In the case of remedial beginners this means that they will be concerned to produce English which is formally accurate. If they are to do this with any measure of success, however, they will need help.

It is for this reason that a REHEARSAL phase is interposed between the PERFORMANCE and REPORT. During the REHEARSAL phase students will prepare their REPORT for the class. During this phase the leader will help by correcting, rephrasing, advising - offering whatever help is needed. When students come to give their REPORT it will be a considered version incorporating, as far as possible, the help the teacher has given. It is a communicative event in its own right since fellow-students will have a reason for listening to the report - in this case to find out who has the most brothers and sisters or the most children. What the REPORT gives us, therefore, is a communicative event in which there is a proper focus on grammatical accuracy. This provides an answer to the first of the three questions. It does not, however, provide a focus on formal accuracy at the expense of real communication, it provides for a focus on formal accuracy as a necessary part of real communication.

Another key component of the proposed methodology is OBSERVATION. For each PERFORMANCE there is a parallel OBSERVATION recorded on audio-cassette in which native-speakers carry out a task parallel to that which provides the stimulus for the PERFORMANCE.

The PERFORMANCE we have quoted is accompanied by a recording of native-speakers in pairs eliciting information from one another to prepare relevant family trees. The recordings are authentic in that they are spontaneous and unscripted. Although they were made within the confines of a studio and participants were working to a prescribed brief the recordings show most of the features of natural language use. In the OBSERVATION phase these recordings are used first to provide material for listening comprehension. The listening is closely contextualised since the participants on cassette are trying to achieve the same task that the students themselves have just attempted. The students are familiar with the meanings and the communicative problems involved in the task. For this reason they are able to handle, at least at a superficial level, authentic native-speaker recordings unedited and unsimplified.

The OBSERVATION, therefore, provides a sample of genuine interaction which is accessible to the students. It is also used to provide material for ANALYSIS. Students examine the recordings and transcripts in detail to answer specific questions relating to the grammar and discourse structure of English - How many ways are there of asking questions? How is turn-taking handled? What does 'yes' mean? This analysis of spontaneous native-speaker recordings answers the second of our three questions. Students are given the opportunity to work for themselves on specific questions to do with grammar and discourse.

The third question, the definition of the linguistic syllabus takes us beyond the methodology. Basically the items in the syllabus are the commonest meanings of the most frequent words in English, in the case of Book I the commonest meanings of the 650 most frequent words in English. The word is for example is used to show identity, class inclusion, attributes and also as an auxiliary. The auxiliary itself has more than one meaning. These should be treated (and illustrated) systematically. The work or is very common and also extremely complex. Its meanings need to be illustrated and worked through. A detailed statement of the syllabus content, therefore, simply consists of a list of the 650 most frequent words in English and their commonest meanings. The information on which the selection of these words and meanings is based is drawn from a research project at the University of Birmingham which underpins the forthcoming COBUILD dictionary of English. This draws on a corpus of some eight million words of English and uses sophisticated computer techniques to provide information about the uses of the words in the corpus, information which can be used to identify precise learning goals for English language learners at different levels.

14.0 TEACHING AND LEARNING IN FOCUS

DAVID HIGGS

The objective of this session was to introduce an extensive video based teacher training package and to discuss the means by which it could be modified to suit the training needs of educational settings outside those envisaged in the original design of the project.

FORMAT OF TLF

The package consists of a video component with supporting print material. There are eight video cassettes in all which divide into two separate parts. Four thematic modules contain short selected sequences chosen to highlight features of the teaching and learning experience; the areas covered by these modules are Dealing with Error, Oral Activities, Class Management and Learners. Two booklets support each of these four modules. The first is called Video Related Materials and contains a series of exploitation activities to be used in conjunction with the cassettes. These booklets also contain descriptions of the sequences and transcripts of each video section. The activities provided follow the pattern Anticipation, Observation and Discussion; they are designed to be non-directive and to allow users to relate points raised to their own classroom experience. In addition to these are four Training Manuals which function independently of the video but cover in their contents the same area of concern. Typically they offer reading extracts and further discussion activities.

The remaining four video cassettes are a series of Edited Lessons which offer trainees longer sequences covering activity through complete lessons. This allows a greater degree of contextualisation than is possible in the thematic modules and in effect enables trainees to gain access to authentic classroom activity in a way which is not possible outside the setting up of prearranged, live classroom observation. These lessons cover a range of levels and are supported by print material which does not provide further activities but contains background material on each class. This includes a detailed viewing guide, a lesson plan, interviews with the teacher, a class profile, examples of the students' work and a transcript.

The whole package is backed up by a General Index and a User's Guide which presents the format and rationale of the materials along with some suggestions for exploitation.

EXPLOITATION

TLF is a resource and not a course, it is designed to be used as and when a teacher trainer needs video back-up. It can be exploited on various levels, simply as a scene setter or as the focus of a training activity, as a reference point to elicit trainees own experiences or simply as a confidence gainer in the case of pre-service trainees who have not yet had classroom experience. The material is open-ended and non-directive, it does not set out prescriptive patterns of teacher behaviour but exposes trainees to authentic classroom scenes; from this point of view it is trainee-centred and seeks to raise issues for discussion rather than demonstrate techniques. The materials are therefore motivating and accessible, allowing particular sequences to be viewed repeatedly, and to be subjected to differing focusses of attention and interpretation. Finally the material is reassuring and can go a long way towards building up trainees' confidence.

AUDIENCE

The materials can be applied to pre-service or in-service training in language institute contexts typical of a British Council Direct Teaching of English Operation. That is to say the reality of the video content is largely one that reflects a degree of linguistic and pedagogic sophistication, trained native-speaker teachers, a non-captive highly motivated adult student population in well-resourced premises. Furthermore the sequences display a relatively low teacher-student ratio.

OTHER AUDIENCES

The clasrooms filmed for TLF do not share the educational environment which is typical of many state system language classrooms around the world at all levels; primary; secondary and tertiary. These settings characteristically display a degree of linguistic and pedagogic impoverishment, non-native speakers with varying degrees and types of training and status, a captive student population in poorly-equipped premises. High teacher-student ratios are also typical of such settings.

TRANSFER

In general terms the reality of teaching and learning experience in TLF is not one that is shared by the state education sector, particularly in developing countries. To ask whether such materials can in some way be transferred to these settings raises a number of fundamental issues.

Appropriateness: Although the skills and procedures that might be derived from TLF sequences are appropriate to any context the settings through which they are displayed are not appropriate to all contexts.

Feasibility: It is necessary to consider whether the medium of video is one that can realistically be employed in teacher training in technologically impoverished settings.

Motivation: Would TLF in its present form motivate or de-motivate state system teachers?

Method: Are the methods of exploitation which naturally arise from the design of TLF those which should be employed with state system teachers who work in the kind of environment described above? Should materials used in these circumstances provide models for teachers to follow rather than the non-directive approach enshrined in TLF?

CONVERSION

The answers to these questions are no doubt debatable; however, in considering alternative approaches to the use of video in state system teacher education a number of factors need to be considered:

Rationale: TLF is one package which is applicable to a range of institutions wouldwide that share common features. Material to be used in state system teacher education would benefit from local appropriateness; that the sequences trainees see are classrooms they recognise as the domain of their own teaching; or at least classrooms which are very similar to their own.

Scope: The above requires a decision to be made on the scope of any material to be produced. The choices to be made can be based on types of institution, educational sector or geographical regions.

Requirements: In order to carry out production of such material a variety of issues must be dealt with in advance; production planning and scheduling, human and technical resources required, training required for non-specialist A/V personnel involved, evaluation procedures and, possibly, security and maintenance of equipment used.

Cost: Video production is not a cheap commodity although costs can be minimised relative to the degree of professionalism and quality.

Implementation: There needs to be the means to implement such material in the short term, (KELT/EXPATRIATE) and in the long term, (COUNTERPARTS, LOCAL STAFF). An advantage of such materials is the possibility of extending the influence of expatriate specialist input beyond the actual man-years involved in a given development project.

QUESTIONS

How valid is the concept of video based teacher training input to programmes and projects in which you are involved?

What needs to be done in order to render TLF useful appropriate and relevant to programmes and projects in which you are involved?

What are the constraints which would need to be overcome in order for this project to reach a successful conclusion?

15.0 LISTENING AND NOTETAKING: A GENTLE INTRODUCTION FOR MALAYSIAN STUDENTS

J Y K KERR

The Upper Secondary Syllabus for English in Malaysia covers two years. The course follows a 'communicative approach' but is specifically aimed at those who will leave school at 17 and will then take up jobs. The material supplied by the Ministry of Education deals with settings such as shops or offices; interaction with foreign tourists; or events within the school. There is little overt emphasis on study skills.

In fact many students in Malaysia will not start work directly. They are bound for 'higher studies', whether at Malaysian universities or in English-speaking countries overseas. Such students are weak in study skills. Our purpose is to develop their study skills in English, without departing radically from the given syllabus.

In 18 'prestige' residential schools, there are British teachers helping on the English programme. We decided to make audio-recordings which would provide the students with more 'academic' subject matter than their school textbooks contain. The world of science provided a useful terrain - free of the value judgements of history, economics, etc.

We decided to produce listening comprehension material in the form of a radio brainstrust programme: 'The World of Science: Your Questions Answered'. Three 45-minute programmes (to be deal with in small segments) were eventually produced together with transcripts and a range of suggested listening activities. The reason for choosing this format was to provide a plausible context for very short monologues on 'academic' subjects. A Malaysian student asks a question related to one or other field of science. A scientific 'expert' answers the question. Each question and answer can form the focus for listening and notetaking activities in class. These activities can in turn lead on to others, such as summarising (both orally and in writing); consulting reference books; the preparation by students of similar very short talks, etc.

The products themselves are serviceable enough and the material is enjoyed by most students; but the process by which they were created may be of greater interest and wider applicability. The steps followed are given below:

1. Teachers met for a three-hour workshop. They were supplied with reference material and asked to draft scientific questions and answers on topics likely to interest Malaysian 16 and 17 year-olds. They were asked to write the material in 'spoken academic' style.

2. The results were edited and typed up. Some contributions were discarded and others added in to achieve better variety and balance.

3. The material was classified into four main fields: Physics, Chemistry, Biology and Medicine, and graded in length and difficulty.

4. Four native-speaking teachers were each invited to role-play a different scientific expert and at rehearsal the scripts were modified so that each speaker felt at ease with the phrasing of his or her lines.

5. Six Malaysian students were asked to role-play different questioners from the fictitious student audience and rehearsed at school with the help of their teacher.

6. In the recording studio, a presenter introduced the members of the brainstrust and ad-libbed the role of chairman. (The speakers themselvers were invited to ad-lib also.)

7. Fluffs and false starts were edited out of the recording by the studio engineer and theme music was added at the beginning and end of each programme.

8. A final transcript was made of the language on the recording itself and this formed the basis of the booklet to which suggested listening and notetaking activities were added.

9. The three cassettes and three booklets were then distributed to schools.

It can be argued that the end products are highly 'inauthentic' and indeed they are. Nevertheless, the process decribed above enabled us better to control the length and complexity of the answers, while still demonstrating how academic information is organised and delivered in the lecturing mode. We now plan a series of longer, more difficult science lecturettes, leading on, if possible, to authentic interviews with locally resident scientists.

16.0 ENGLISH LANGUAGE TRAINING IN SUPPORT OF AGRICULTURAL DEVELOPMENT PROJECTS FOR KANO AGRICULTURAL AND RURAL DEVELOPMENT AUTHORITY, NIGERIA (Extract)

JACK LONERGON

This report is based on a consultancy visit to KNARDA which took place over three weeks in February 1985, sponsored by the British Council.

The Brief from the British Council was to visit KNARDA training centres, analyse the use of English within KNARDA, and make recommendations for a training programme designed to improve the efficiency of the KNARDA project and the quality of KNARDA personnel.

THE SITUATION

1. The Use of English in KNARDA

English is the national language of Nigeria, and as such is the working language of KNARDA.

However, there are two important groups connected with KNARDA project who do not use English.

The first group consists of Hausa-speaking farmers and villagers. This group is addressed in spoken Hausa by KNARDA project employees, such as Village Extension Advisers; and by information films shown by KNARDA using the video facilities of KNARDA's mobile training units. There are no plans to change this use of Hausa with this group.

The second group consists of KNARDA employees whose command of English is too poor for efficient communication in English. The degrees of English language competence within this group range from illiterates with no command of spoken English to very well-educated, fluent speakers of Nigerian English, who may retain some phonetic features of Hausa in their spoken language. These employees are the target group for the recommended language training and communications skills training programme.

A description of the language training needs of various groups of employees is given in the report as follows:

A. Village extension agents
B. Mechanics and other staff at zonal workshops
C. Trainees at the Staff Training Schools: Agriculture
D. Trainees at the Staff Training Schools: Home Economics
E. Home economics village extension advisers
F. Administrative staff

2. Training and Manpower Development in KNARDA

KNARDA has a well-resourced, and well-funded training department that already offers a wide variety of in-service training courses. These courses focus on specific areas, identified by the training department as follows: skill, technical, supervisory and management.

The KNARDA Training Department Courses Brochure for 1985 lists some 30 courses of 2-5 days' duration to be held internally for KNARDA employees. The Training Department also sponsors KNARDA employees who attend longer courses at management training institutes or at courses run by the Federal Ministry of Works.

None of the training offered focuses on English language.

The ethos within the Training Department may be summarised as follows:

- Training of an individual improves the individual's contribution to the KNARDA project, which improves the efficiency of the KNARDA project.
- Providing an individual with skills within the KNARDA project means that the individual can use the skills for personal development when the KNARDA project is complete.
- Training KNARDA employees improves the quantity and quality of skilled manpower in Kano state.

The English language training programme recommended would be in accordance with these principles.

THE NEED FOR LANGUAGE TRAINING AND COMMUNICATION SKILLS TRAINING IN KNARDA (extract)

A. Village extension Agents

1. The situation

The role of the VEAs is acknowledged to be crucial for the success of the KNARDA project. They have direct contact with the target farmers in their area.

In terms of language use, the role of the VEAs is very interesting. KNARDA uses English as its working language at all stages in the project: in research and development, in training, in documentation and in demonstrations and practical sessions. However, when the VEAs communicate with the farmers, the language changes to Hausa.

The VEAs are therefore asked to internalise a large amount of information through the medium of English, and then transfer this knowledge to farmers through the medium of Hausa. This is a demanding task: the VEAs are one of the least well-educated groups in the KNARDA staff section, as many now serving have only primary shool leaving qualifications.

The instruction which the VEAs receive is mainly in the form of lectures, practical sessions, handouts and reference books. This means that reading and writing skills are essential for a VEA to operate successfully. The demands of note-taking, writing examination answers, or retrieving information from manuals are remarkably high for a group with such little formal education.

Because the general standard of the VEAs is so low, KNARDA is embarking on a programme of upgrading the VEAs with primary school qualifications. The VEAs will attend an STS for a sandwich course of 20 months; three terms of class work (total: 12 months) and two spells of fieldwork (total: 8 months). The curriculum at the STS for the upgrading course is planned to follow closely the existing secondary school curriculum of WASC. This is the curriculum followed at secondary school by the new recruits into STSs. Following a six- or seven-subject, science-based, 0 level curriculum is going to make even more demands on the language skills of the VEAs. There can be little hope that VEAs will obtain many 0 level certificates.

2. Language Training Requirements

VEAs need three types of English language training:

remedial English
job-related English
study skills in English

Remedial English is necessary to bring the poorly-qualified (and even semi-literate) VEAs up to a language proficiency level similar to the STS students recruited from secondary schools. Remedial English should focus both on oral expression and writing and reading skills.

Job-related English is necessary to give the VEAs communicative competence in all aspects of their work. At present, many VEAs cannot carry out all the tasks in English which KNARDA management would like.

Study skills in English is essential if the VEAs are to benefit fully from the attendance at the STS upgrading course.

3. Implementation

VEAs can be reached for training in three ways:

- when they attend extension training (on 1 or 2 days per month);
- by visits to their villages or in their areas;
- when they are attending the STS upgrading course.

Using the monthly extension training courses for eseential language training has severe drawbacks:

- the CACs and STSs are reluctant to see valuable project time on specific KNARDA issues being devoted to language training;
- the meetings are too infrequent for viable language training;
- extra sessions at the RTC take VEAs away from their task of working with farmers.

Visiting VEAs in their villages or areas does not disturb the project programme too greatly. However, it requires manpower. For 29 areas with VEAs, 58 visits per week would be necessary to mount a teaching programme 2 x 1½ hours per week per VEA group. At 2 or 3 visits per day per teacher to areas, 4-6 teachers would be required to cover the VEAs in their areas. However, the amount of English taught in 3 hours per week is really too small for this target group.

When VEAs attend the STS upgrading course, they are resident and in classes or larger numbers than groups of VEAs in areas. Further, the VEAs have a direct need for English, associated with the content of the upgrading programme. The staffing requirment is considerably smaller; one teacher could teach every VEA for two hours every day, if the STS complement is split into two classes. At the STS centres, the VEAs could receive the amount of English language training necessary for them However, not all VEAs will attend the STS upgrading course this year or next year - see the notes in 5. Target Group Numbers.

4. Proposals

i. The VEAs should receive their English language training when attending the STS upgrading course. They should receive the following:

- in Term 1: 5 hours per week Remedial English = 100 hours
  5 hours per week Study Skills in English = 100 hours
- in Terms 2 & 3: 5 hours per week job-related English = 125 hours

ii. If sufficient numbers of teachers are available, the VEAs can be offered a course in Remedial English in their areas. This course could be adapted by the LTD to local needs and levels of ability, and perhaps include elements of the Study Skills in English course.

5. Target Group Numbers

400 VEAs are in the field. Frm May 1985, 100 will be on upgrading courses at STA.

In May 1986, the situation will be 200 at STS, and 200 VEAs in the field without upgrading.

By May 1987, a further 100 will join the STS upgrading course, leaving 100 VEAs in the field without upgrading. These VEAs will be the last with only primary school qualifications, and they will attend the upgrading course in May 1988.

6. This typifies the language training needs of other groups, eg:

- mechanics
- office staff
- home economics advisers

Extract quoted from: English Language Training in Support of Agricultural
Development Project for Kano Agricultural and Rural Development
Authority, Nigeria.
A Report by Jack Lonergan for the British Council

17.0 TELEVISION ENGLISH

JANE WILLIS

The Television English package consists of 6 half-hour video cassettes consisting of short extracts from popular BBC TV programmes. Each cassette is accompanied by a students' book, containing a wide variety of materials for use before, during and after watching each video sequence. The book also contains the transcripts of the programmes and a key to the exercises.

Produced jointly by the BBC and the British Council, this series was developed in response to the demand for easy and legal access to authentic TV programmes with ELT materials ready for use in the language classroom, without offending against copyright regulations and without the time consuming work of selecting appropriate sequences, transcribing them and preparing worksheets.

The selection of TV material was done initially by BBC Film and TV archive researchers, well briefed by us at the BC. Our aim was to find visually appealing and exploitable 'chunks' from a wide variety of BBC TV programmes. Sadly we have been allowed no drama or 'chat shows' because copyright laws concerning royalties on repeat performances are unsurmountable, but despite this, we feel we have achieved a good balance of visual settings, topic areas, discourse types, registers, and people from different walks of life. After the initial selections for each video cassette were made, a unit of teaching materials was prepared for each sequence and these were piloted at different levels by a range of teachers. The successful sequences were then made into a 30 minute video cassette, and their materials were redrafted for the accompanying book.

The materials for each video sequence provide a range of classroom activities, with two main aims. Our first aim was to provide students with a rich and varied source of natural language INPUT. Because the TV extracts are not simplified in any way, there is a need for 'Before you watch' activities which introduce students to the new lexical areas and offer sufficient background information to render the input more comprehensible. Additional sources of input come from authentic texts from the Radio Times and other sources, on the same or similar topic. Thus the materials provide an 'easy way in' to the TV extracts.

Our second, but equally important aim, was to use the video sequences to STIMULATE student TALK. For example, students are often asked first to watch part of the video without sound and to discuss what the theme or message could be, or what words are being said; in some cases students write their own soundtrack before hearing the original one. Sometimes the first half of the video sequence poses a problem. Before the solution is illustrated, the students are asked to review the first half, and draft their own solutions and report them to the class. Finally the second half of the video is played and the students can compare their solutions. Every sequence, however, suggests a different exploitation and variety has been easy to achieve.

Most book units contain a 'Before you watch' section, then a series of 'Viewing Tasks'; there is always a 'Language focus' section which highlights useful lexis, structural items and features of discourse. There are also other activities like 'Watch and decide', 'View and check', 'Jigsaw viewing' in some units. There are always plenty of suggestions for follow-up tasks. In fact there is something to suit every student whether ESP or general, from intermediate level and above.

18.0 ELT RESOURCES IN THE BRITISH COUNCIL

CHRIS HAMPSHIRE

When you are working overseas, you may find that local sources of information on ELT are sufficient for your needs. If not, you can call on the services of the British Council's Resource Centre in Spring Gardens.

The Language Teaching Library and English Teaching Information Unit, both housed in the Resource Centre, provide information support on ELT to British Council officers and recruited staff, whether they are in London or overseas.

Collections

Teaching materials (including audio and video cassettes and computer software) published in the UK.

Journals and books relating to methodology, applied linguistics etc.

A selection of coursebooks etc published for use overseas.

Syllabuses from teaching institutions overseas.

Country policy documents.

Reports.

Information on DTEO operations.

Services

Enquiry service on ELT publications and activity.

Compilation of bibliographies.

Register of ELT specialists.

Details of language schools in the UK and their courses.

Publications

TEFL/TESL academic courses in the UK (annual)

Brief list of TEFL/TESL academic courses in the UK (annual)

Local Authority courses in English for overseas students (annual)

Short Courses in TEFL, EFL and ESP (annual)

Summer Courses in TEFL, EFL and ESP (annual)

Forthcoming conferences and seminars on language and linguistics (annual)

ELT materials overseas: a directory of materials in production and of future needs (annual)

English teaching information circular (3 issues a year)

Language Teaching Library bibliographies and accessions lists.

How to gain access to the Resource Centre's facilities

From Overseas

We can be contacted by telephone, telex and post. Letters should be addressed to the Resource Centre, British Council, 10 Spring Gardens, London SW1A 2BN. Our telephone number if 01-930 8466, extension 2786. Please note that when you are overseas we can only supply information about materials, not the materials themselves. You should apply to your local British Council library for help with this: for example, for access to the inter-library loan system.

When you are in London

The Resource Centre is a public access area, reached through the entrance to Spring Gardens West Block at 20 Carlton House Terrace. We are open Monday to Friday, 0930-1700. Most material is for reference only, but some books can be borrowed. A photocopier is available for use within the laws of copyright. If you would like to use a computer, video recorder or other equipment, it is advisable to ring up first so that it can be reserved for you (01-930 8466, extension 2786).

We look forward to seeing and hearing from you, not only as a consumer but as a contributor: documentation on your work in the form of reports, sample materials etc, are a valuable addition to our collection.

19.0 BRAZILIAN NATIONAL ESP PROJECT: THE FUNCTION OF TEACHER RESOURCE PACKAGES

JOHN HOLMES, PUC SAO PAULO

1. Aims of Project

To improve the teaching of ESP in Brazilian Federal Universities by the following means:

Teacher training seminars
Materials preparation
Formation of local teams
Exchanging experience
Conducting research
Short courses in the UK

2. Methodological Principles

a. Metacognitive - explicit teaching of reading strategies.

b. Identifying exercise types in terms of activities and objectives.

c. Awareness of text typology leading to the teaching of certain language items and the use of specific application activities.

d. Use of authentic texts, group work and self-directed learning whenever possible.

e. No 'project' textbook - teachers prepare and build up their own resources for courses.

3. Means of Communication

Local TT seminars (conducted by KELTs)
Regional seminars (KELTs and visiting speaker)
National seminars (every 2/3 years)
Resource centre
Project publications

4. Function of Resource Centre

Take over the role of the travelling KELTs as a means of communication between local teams and between project headquarters and local teams, using the following means:

Publications:	Working papers, the ESPecialist, and Newsletter
Exchange of materials:	Materials are sent to the resource centre by local teams and stored according to subject area and objective. Request system on similar basis.
Support for teacher research:	Publications and archive of materials (articles, journals and books)

5. Role of Resource Packages

During the first full year of full use (mid 1984-85) teachers did not conform to the predicted/hoped for pattern - either they simply asked for "a complete course for psychologists" or "something for my colleague who doesn't know anything about ESP". Accordingly, we tried to put together packages of materials which fitted together:

a. Materials must have been already tried out in class.

b. Accompanied by suggestions for use.

c. Constitute a resource, not a textbook.

Main priority areas:

Combining needs with availability:

i. Using authentic texts with beginners.

ii. Reading strategies and the 'active' classroom.

iii. Reading strategies and the teaching of grammar.

iv. Evaluation and testing.

v. Vocabulary learning strategies.

20.0 CROSS CULTURAL COMMUNICATION DIFFERENCES IN THE ARAB WORLD

DR CLIVE HOLES

This discussion was presented in the context of an MA course in Applied Linguistics at Salford University which is organised with special reference to the Arab World.

The course developed as a result of two areas of dissatisfaction with traditional applied linguistics courses. The first concerns the apparent separation in such courses of theory from application. The second concerns the view that traditional courses fail to account for the cultural differences of the majority of foreign students who study in Britain. Such students are not familiar with British higher educational approach in which a degree of responsibility and freedom of choice is inverted in the student. The educational tradition of many overseas students is one in which they are more or less told what to do, what to read, indeed, what to think.

These dissatisfactions resulted in an attempt by the Salford MA to offer a contextualised course in which theory and practice are inextricably linked. The course aims to teach students to be aware of their own assumptions and to be able to consciously discuss the cultural preconceptions they bring to bear on teaching and learning.

The following comments arose from the discussion of Appendix A in which cited examples are given of Middle Eastern expectations and attitudes.

It is necessary to understand the language situation of Arabic speaking students. False analogies often arise on the differences between 'good' and 'bad' English which result from the transfer of values regarding Arabic to English. The difficulty is to wean students away from values regarding Arabic being applied to English.

It was agreed that the value judgements implicit in the examples in Appendix A were common to many parts of the world and not simply to speakers of Arabic.

The following comments arose from Appendix B in which cited examples reflect the approach of Middle Eastern students to teaching and learning.

The Islamic notion of law is one of absolutes; right or wrong; the follow on in education is that the teacher is the 'knower'. This approach encapsulates the view that there is only one solution to questions in the physical world and is derived from the Qoran which offers the right, only path. The Muslim understanding of 'knowledge' is of an immutable set of unquestionable facts. In transferring this view to the modern era Arab students encounter difficulty in reconciling opposing theories, both of which appear in respectable literature and therefore have, to their understanding, a stamp of approval.

Another important issue which arose was the question of value judgements; generally Middle Eastern students hold the view that Arabic is a better language. However, it was felt that this may well arise from the threatening cultural force of English, which carries implicit Western values and which emphasises, for example, the role of the individual over and above the role of the group.

Further discussion focused on Arabic style, both in the written and spoken medium. Arabic style is characteristically repetitious, employs rephrasing the morphological/syntactic parallelism, is verbose, grandiose and rhetorical. This results in difficulty with the presentation of information in essays among Middle Eastern students writing in English. The Arabic vocative approach conflicts with the depersonalising, economical approach of Western, academic writing.

Appendix A

Middle Eastern Expectations and Attitudes

To Language

(1) T: I've just now been there ...

S: You can't say that, sir.

T: Pardon?

S: "Now" takes "-ing".

(Bahrain Secondary School student, 1971)

(2) "Give us the good grammar"

(Dean of the Faculty of Engineering, KAAU, 1975)

(3) "I will teach you the good Arabic."

(Bahraini headmaster, 1984)

(4) "We don't have the time to watch 'Coronation Street', and anyway we are here to learn correct English."

(Salford MA student, 1984)

(5) "Arabic is a { richer } language than English
more complex
more beautiful
more poetic
more difficult
.
.
.
.

(Most Arabs)

(6) "People in Salford always use slang language so we shouldn't learn from them."

(Arab student of English, Special Studies Unit, 1984)

Appendix B

To teaching'learning

(1) S: I want to talk to you about my dissertation.

T: Fine, go ahead.

S: Please tell me what my topic is going to be.

(Most students, most of the time)

(2) Examiner (in viva): Why is there no bibliography to this essay?

Candidate (after pause): Dr Holes didn't say I needed one.

(Syrian student, Salford, 1985)

(3) T: But you can't talk about the 'social structure of society', it's tautological. You mean either 'the structure of society' or 'social structure'.

S: (in triumph): But look here, sir, on p 20 of Trudgill's book, "... the social structure of society", so it must be right.

(Jordanian student, Salford, 1985)

(4) T: By and large, I think it's true to say that Arabic makes less use of elipsis than English does, especially in the verb phrase -

S: (interrupting) How would you translate /biʕtukaha/?

T: (puzzled) "I sold it to you".

S: (in triumph) OK. That's five words in English, in Arabic we have only one!

(5) fil ʔiʕāda ʔif āza

'In repetition, there is benefit.'

(Arab proverb)

(6) "It is disquieting that, in any human activity, we often seem to be waiting a breakthrough before which nothing of significance can be postulated let alone tried out. At such a time something of a deadlock develops, and things come to a relative, if not virtual, standstill. The deadlock may continue for a few years or a few centuries. Then someone steps forward, takes things into his own hands and systemizes the fuzziness by stamping out order and establishing the rule and defining the trend of the given activity. Things develop steadily, later on. Human individuality, it seems, keeps popping up to direct the course of events and lead in all spheres of activities to our life. To the chagrin of communist and materialist thinkers alike, this fact serves as a reminder that it is the individual man, as such, who is the focus of events and the pioneer who emerges from the crowds to assume the role of leadership ... [10 more lines in similar vein] ... Try to visualize with me, that according to the previous common belief, the earth was flat and stretched infinitely and that the sun went round it. Can you think of anything more naive?"

[Opening paragraph of an essay on "intertextuality" by a Syrian MA student, Salford, 1984.]

(7) (a) ʔuṭlub il-ʕilm wa law fi ṣi:n

"Seek knowledge even in China"

(Qur'ān)

(b) ʔuṭlub il ʕilm min ilmahd ila llaḥd

"Seek knowledge from the cradle to the grave"

(Ḥadīth)

Appendix C

	What the average British academic expects/does	**What the average Arab postgraduate expects/does**
Contact	"Come and see me when you need to.	"Summon me (and tell me what to do).
Teaching style	Relaxed chat with a few blackboard notes plus occasional handouts.	Note down what is written, store all handouts. Ignore much of what is said.
Content	Review and critique of conflicting views: personal, critical synthesis.	Read all, learn all, construct "patchwork quilt" of quotes and conflicting theories.
Verbal style	Oblique, understated, indirect, ironic, rhetorical (written/oral).	Direct, overstated, often sweeping generalisation, "wordy" (written/oral).

21.0 THE ROLE OF ENGLISH TEACHING COORDINATION UNIT IN THE BRITISH COUNCIL

HEATHER SIMPSON

ETCU is responsible for ensuring the language adequacy of all British Council-administered study fellows. With a staff of 3, ETCU places 2,000+ students on pre-sessional ELT courses throughout the UK.

There are three main functions in ETCU:

1. To interpret ELTS results and to make initial recommendations for pre-course ELT in the light of all the information available on the student's proposed training programme and, in addition, his educational, cultural, linguistic and effective background.

2. To place students on pre-sessional ELT courses in universities, BASCELT colleges or private sector schools according to the needs of the student.

3. To monitor the progress of study fellows on pre-sessional and main training programmes and to provide additional concurrent ELT tuition where required. Some study fellows' problems are so severe that they raequire concurrent ELT tuition throughout their programme.

Contrary to popular belief ETCU is very flexible in its interpretation of ELTS scores - if they were not, very few study fellows would ever come to the UK for further training. Virtually all the feedback received from students and institutions is that ELTS assessment and interpretation is accurate. If mistakes are made they usually involve an underestimate of the student's language needs. Roughly 2% of students placed on pre-sessional ELT courses end up requiring concurrent ELT. By and large both students and institutions lament the shortness of courses since the misery and long term damage, in professional and personal terms, caused to students who fail or just scrape through courses cannot be underestimated.

For the reasons given about ETCU flexibility has to be limited and consequently occasions arise when recommendations are made for a student not to come to Britain. The experience of ETCU is that any student who arrives with an OBS below Band 4.0 has a 99% chance of failure. It is better for such students to improve locally to a minimum level of OBS Band 4.0 with the support of their home environment and familiar surroundings than to spend 9 months in an alien environment where demotivation can rapidly emerge.

There is no reason why any candidate should be rejected totally on the grounds of inadequate English, provided some provision can be made for him to improve locally. For TCTD candidates local ELT need not and should not be funded out of the study fellow's own pocket. ODA agrees that £30,000 can be spent out of the global TC allocation on in-country ELT and accepts that some of this expenditure will be nugatory and ETCU welcomes feedback on students' progress and performance on local ELT programmes. Such feedback makes decisions on borderline cases much more straightforward and easy.

In summary, communication is an essential factor in the ETCU decision-making process: the more information that is available on a student's needs the greater the chance of accurate placement and accurate assessment will be.

22.0 COMPUTER APPLICATIONS FOR ELT

PAUL DE QUINCEY

The main focus of this presentation was not, as one might have suspected, the mainstream use of computers in the ELT classroom. Instead, it was agreed that the main concern should be the possible uses of computer applications software in ELT project management.

The presentation began with a brief description of the British Council CALL Project, partly to introduce the notion of computers being used successfully in the ELT world and partly to illustrate to the seminar participants the types of management problems encountered during the course of the project which could be greatly alleviated by using computer software.

The four major administrative problems encountered during the CALL Project were:

Financial/budgetary control
Information handling
Correspondence with DTEOs
Scheduling/project administration

In discussion with the participants it became clear that, with the possible exception of budgetary control, these are general problems often encountered in the management of overseas ELT projects, and that a demonstration of software packages to deal with these problems would be useful, particularly to those participants unfamiliar with the potential of computers. Some of the implications of using computer software were discussed, particuarly the effect of organised knowledge structures on approaches to project management.

Demonstrations were given of the following four types of software using the BBC micro, though discussion was by no means limited to this machine:

Database
Word Processor
Critical Path Analysis
Financial Spreadsheet